PERSONAL

Mary Warnock

Many *Times*-reading teachers must have suffered quite dangerous changes in blood pressure when they read Roger Scruton's column of July 3 entitled "Teacher, educate thyself". I am far from being a keen defender of the present content of teacher education. I believe that both the structure and the curriculum of teacher training stand in need of radical reform. Nevertheless, to read something so totally prejudiced and so radically old-fashioned as Scruton's diatribe came as a shock.

Of course, it is well known that he is philosophical adviser to No 10, so it is not surprising that he felt obliged to fling in a bit of right-wing rancour here and there: "envy, or egalitarianism, as it is more politely called"; "the idea that 'social class' . . . is perpetuated by traditional modes of education" (why the inverted commas? Does Scruton suggest that social class does not really exist?). These were some of his ways of characterizing the attitudes of teachers, derived from their training. But it was his view of the function of teachers that most depressed me.

Scruton spoke with regret of the passing of the certainties teachers used to have, above all "the certainty that the subject which they really know is for that reason worth teaching". Can he honestly believe that the person who most loves mathematics and who "really knows" it is necessarily, in virtue of that alone, best able to teach mathematics to reluctant girls, let us say, long accustomed to the idea that they are "no good at maths"? Is a burning passion for English literature really the only, or even the best, qualification for someone to teach children who may, at the age of 11 or 12 never have read a book in their lives? What is it "really to know" French or German? Is is a matter of knowing the literature written in those languages, or could it be something to do with knowing not only how to speak the language but how to facilitate its learning? Perhaps in universities like Oxford, Cambridge, Bristol or UCL, where undergraduates are carefully and competitively selected, it may be that the best teaching is done by those people who love their subjects most, and who take occasional time off from their research to put in their stint of teaching. But no one in their right, or honest, mind could possibly suppose that the same was true at school.

I do not for a moment deny that sometimes a teacher who is passionately interested in, say, biology or history may also be a wonderful teacher, who opens the eyes of his pupils to the possibilities of the subject, and who may change their lives accordingly. But what I fear is the perpetuation of the myth, to which I am sure Scruton eagerly subscribes, that teachers, being born not made, are not in need of training; that there is nothing for them to learn. Of course, teacher training is often too theoretical; of course, time is wasted in colleges and departments on out-of-date philosophy and dubious sociology. But that does not entail that there are not urgent and crucial things about teaching and learning which student-teachers must somehow become acquainted with. If teacher education is, at present, inadequate or even thoroughly bad, that is no reason for suggesting that there should be no education at all. It is a reason for improving it.

The real assumption, lying barely concealed behind the Scruton approach, is that no one is worth teaching except the grammar school child, or the child who would have been a grammar school child in 1944. Incidentally, Scruton also perpetuates the myth that in the private sector (where, he says, subject-loving untrained teachers are increasingly taking refuge) all schools are grammar schools, no pupils are illiterate or bored. If this is the philosophy of education offered to No 10, then it is a thousand pities that Scruton is not sacked and replaced by Sir Keith Joseph who, despite being a Fellow of All Souls, seems to have learned that there are vast numbers of children for whom an academic education is a waste of time. To teach such children, it is essential that teachers should both scrutinize their aims, and give their minds to techniques and strategies which will make learning possible and desirable.

In the 1950s, when I started teaching in Oxford, many of my colleagues used to say "there is no such subject as 'education'", and so they used to advise those of their pupils who wanted to teach to seek a post at once and skip the PGCE. I had thought those days long past. As a matter of fact, I believe they are. Scruton is a relic, a strange throwback to a former age, when education was something for the privileged few, when there was no goal except a place at a prestigious university, and when, if the working classes were illiterate, that was thought to be best for them and for the country. Certainly, among my own pupils in Oxford, those who are most anxious to teach these days are people who are interested in the process of teaching and in the psychology of learning. They would not have the arrogance to suppose that they could step into a classroom and teach the moment they had completed their degree. Of course, some of them will in the end make better teachers than others; and there are doubtless some who, however much training they had, would never be able to teach well. But Scruton, being, I suppose, trained in logic must know that this is not an argument for the conclusion that no one benefits from training.

DIARY

Challengers to Jenkin: first Liverpool, then Bucks?

Home counties next to the barricades

The end of July is traditionally a banana skin season, so it is natural that Mrs Thatcher's regime should be currently slithering around on whole boatloads of Fyffes fruit.

The surrender of Patrick Jenkin to Liverpool has produced a predictable backlash from some of Mrs T's most loyal supporters – a *Times* leader on Dangerfield, accusations by Teddy Taylor, Southend's Celtic cockney, that local prudence was not being rewarded (Essex has had its target reduced by £7 million next year), and a plaint from Roger Parker-Jarvis, chairman of Buckinghamshire County Council, of deep significance for standards of education in all the posh Home counties over the next few years: "We've got an intelligent population who expect decent education . . ."

It is just these areas, with rising 16–19 populations demanding school education rather than MSC training, which are now having to choose between loyalty to the financial targets of their own government and the imposition of penalties for maintaining the quality of their own children's education.

I hope they prefer the future of *all* their children, including the "intelligent" ones, to the ideology of rate-capping. The lunacies of this complicated system of central bureaucratic control, which lacks any sense of equity or accountability and which only a handful of experts understand anyway, have already broken Mr Jenkin; they cannot be expected to outlast him when he goes. It is now slowly dawning even on county councillors in the London stockbroker belt that they will soon be fighting the same battle as Liverpool.

One of the stupidities of rate-capping is that it discourages prudence. If you underspend on your budget, you just get less the following year, and the quality of services you provide spirals into further decline.

Hereford and Worcester succeeded last year in spending £1.2 million less than they budgeted for. Councillor Muffett, PhD (Tribal Warfare), chairman of the education committee, is expected to blame the primary schools for not spending the money they were allocated; but propagating the religion of monetarism has curious effects; when it becomes an article of faith that public expenditure is evil, even those in the public service become unconsciously shy of spending it.

Jobless pie in the sky

At Founder's Day last weekend at James Allen's Girls' School in Dulwich, the teachers had followed good pedagogic practice by pinning up the fifth-formers' work on the classroom wall. In one such display, there was a pie diagram setting out the four causes of unemployment in Britain: an increased workforce, a world recession, trade union demands for high wages and increased mechanization.

It is a school at which, when I was once its youngest governor (the average age seemed somewhere in the high 70s), I was wont to praise the pious intentions of its founder Edward Alleyn, who – partly in order to limit his allotted period in purgatory for sundry sins committed while running the Elizabethan entertainment industry – had left his considerable fortune to educate the poor for free.

The Foundation's schools currently charge hefty fees and concentrate on the rich, thus keeping poor Edward in purgatory rather longer than he ever expected or deserved.

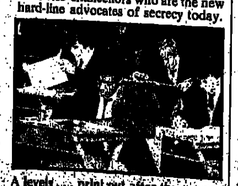
Had the school followed his wishes by taking on a less affluent clientele, the pupils might have twigged from their own experience that there was a substantial fifth sector missing from their "causes of unemployment" pie, government monetarist policies; and also that there is something distinctly fishy when governments (rather like some teachers) disclaim responsibility for things that go wrong but claim credit when they go right.

I hope this omission dawns even upon some of the expensive young ladies there at the moment, by the time they get into the sixth-form.

Secrecy 1: Holding tight

Quis custodiet ... ? Who will mark the examiners? This is a question currently in the news because the Government has been forced, in the Data Protection Bill, to confront the thorny issue of academic evaluation. The principle of the Bill is that computerized information is public. The O and A level exam boards were worried by its speed of operation – revelation of information in 40 days – and have won a small reprieve from the Government.

Disgruntled examinees will have to wait till after their results until they can get a raw print-out. The GCE and CSE exam boards have rules and accumulated experience in this area; for some time they have tried hard to satisfy demands to rectify mistakes. Not so the universities; it is they and their vice-chancellors who are the new hard-line advocates of secrecy today.



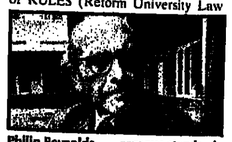
A level ... print out after the exams

Secrecy 2: New RULES

Indeed I suspect that the principal cause of this recent high academic addiction to secrecy is identical to that of a similar malaise among top civil servants – a terror that openness would expose the inadequacy of the system and the incompetence of many of its practitioners.

It is so important that the various levels of graduate and postgraduate qualification command public respect, so the argument goes, that any hint that they were based on fudge, mudge, hearsay, gossip or sheer blind prejudice would shatter the pillars of the Temple of Academe.

That is why I am so delighted that an exciting antibody has been discovered within the system. It goes by the names of RULES (Reform University Law and Educational Standards, 64 Bedford Mansions, Bedford Avenue, London WC1B 3AD 01-636 0058). The academics involved have assembled nearly 70 cases where students are complaining of unfair treatment of one kind or another in over 20 institutions – most of them universities.



Phillip Reynolds ... campus standards

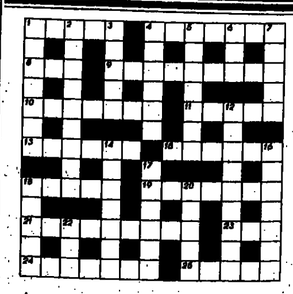
The burden of most of the complaints is that universities not only withold examiners' reports but won't even tell you what the rules are if you want to complain. Attempts to get at the relevant documents through the Privy Council have come to nothing.

The CVCP has set up a committee under Phillip Reynolds, Lancaster's vice-chancellor, and bristling with half a dozen others, calculated to forestall Sir Keith Joseph's attempts to investigate their academic standards. Instead of Sir Keith, however, they are now having to contend with RULES, who are asking awkward questions about student supervision and academic standards, and with whom they have recently broken off diplomatic relations.

It was Lord Robbins, 20 years ago, who declared: "The question 'who supervises the supervisor?' has not been faced in many of our universities"; On its track record so far, the Reynolds Committee appears even less likely to face it today.

Christopher Price

No 161 CROSSWORD by Rufus



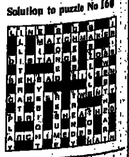
Across

1 A Belgian town is the subject (5)
4 Communicate fast (7)
8 One gets a lot of runs in Australia (3)
9 Sold 2 down perhaps (9)
10 He may be prepared to sell his land (7)
11 Items edited for the newspaper (5)
13 Corpses resulting from a quarrel on board (6)
15 He may win appeal to the public (6)
18 Vessel found in the kitchen bin, perhaps (5)
19 Gets off with a slight dislocation (7)
21 It issues notes, though not silver (5,4)
23 I follow the Spanish prophet (3)
24 Fifty snakes – and their mama partners (7)
25 Her heart's across the Atlantic (5)

Down

1 Lear production upset part of Hamlet (7)
2 Children are given it in different form (9)
3 Precise demand (5)
4 A call for repeated effort (6)
5 Bow tie? (7)
6 One form of eternity (3)
7 Teams making records (5)
12 Superior to all, but lacking fire (9)
14 Anticipate charge for concealing minerals (7)
16 Used by communicators in a U.S.S.R. formation (7)
17 Sarah's crazy to worry (6)
18 Bella may form an attachment (5)
20 Business lacks go in Pakistan (5)
22 As well as Dan could be (3)

Solution to puzzle No 160



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In conference: ILEA's Bob Crossman, Lancashire's Josie Farrington and Bexley's Brian Sams were among delegates to the CLEA conference in Newcastle this week, where Sir Keith Joseph came in for sharp rebukes from the local authorities. Reports on pages 8 and 9.

Students show alarming ethnic ignorance

by Diane Spencer

Students entering teacher training show "astonishing and widespread ignorance" of the culture and religions of Britain's ethnic minorities, according to unpublished research.

Early results of a major research project show that only 2 per cent of 400 students in four institutes of higher education could describe halal meat. None knew that a shalwar was a pair of women's trousers, and only 6 per cent had heard of Gujerati. Indeed, only one-quarter had come into contact with "coloured people".

Mr Keith Hodgkinson, the researcher, from Loughborough University, says he is worried about some facetious answers to the questionnaire. Although some are meant to be funny, they betray a "disturbingly prejudiced attitude", he said.

"A guru is a kind of antelope; Urdu is what a Wigan lady has done to her hair; halal is a form of greeting; creole is a native of Crete; a Brahmn is a composer and Vespers are slower than Lambrettas" give a flavour of the replies.

Mr Hodgkinson stresses that he is giving "rather modest and very tentative early impressions of student teacher perceptions of ethnic minorities". Detailed work on complicated data is still to be completed.

But results so far show that ignorance is widespread and students are inconsistent in their ideas and prejudices.

One student, for example, rejected notions of Indians "never being contented and always trying to get the best jobs", or that "West Indians are uncivilized", yet thought that both groups should be segregated from whites in jobs, housing and schools.

The research, sponsored by the Commission for Racial Equality, is based on a battery of tests given to white students in their first few days at college last September. A follow-up study is planned in four years' time.

The preliminary results also showed that a small percentage of students were "unequivocally negative" about "coloured people".

On the other hand, some students indicated that they were willing to change their attitude to ethnic minorities.

Commenting on his research at a conference on teacher training and multicultural education in Ormskirk last week, Mr Hodgkinson said: "It is difficult to come to firm conclusions about the pattern of prejudice of student teachers. But if knowledge and contact does prove to be related to racism, overt or covert, we know that as teacher trainers we have an awful lot of work to do.

Two black members of the conference criticized him for using the word "coloured" in the research. Mr Horace Lashley, an education officer at the CRE and Mr Ernest Harris, of the curriculum development support unit in the London Borough of Brent, preferred "black" to describe people from ethnic minorities.

And they asked why no black people were involved in the project. Mr Hodgkinson said the term "coloured" had been used after consultations with the local Asian and West Indian communities in his area. It was a neutral word. He added that, like many other university departments, his had, so far, no black members of staff.

Pay review call for teacher in attack

by Richard Garner

A woman teacher has been off school for more than a year after being punched and kicked by a fourth-year girl pupil in the grounds of her school.

The woman, a senior one history and geography teacher at a Sunderland secondary school who has been teaching with the authority since 1965, has been suffering from depression and anxiety since the incident in June, 1983.

According to her statement to her union, the National Association of Schoolmasters/Union of Women Teachers, she was abused by two girl pupils as she drove into the school.

She left her car to tell the pupils not to use obscene language to a teacher, was jumped upon by one of them, had her hair pulled, was swung round rapidly and then kicked in the leg. A gardener came to her aid.

After she had been freed by the gardener, the girl punched her on the left cheekbone. The teacher was then accompanied back into school by the gardener and was sent home.

The girl and her schoolmate were suspended from the school.

Under the existing agreement with the authority, the woman is entitled to full pay for 100 working days after the attack – and then half-pay for a further 100 days.

However, when the first 100 days was up, the union asked for an extension of full pay.

Mr Colin MacInnes, regional official o the NAS/UWT, said: "We felt, why shouldn't there be a precedent set in a case? After all the assault happened on the school grounds."

The union has now made a request for her case to be reviewed.

The education committee has agreed that she should continue to receive half-pay despite the fact that the 100 day statutory period is up.

Too little done for the slow learners

by Virginia Makins

Some of the difficulties of slow learners in secondary schools can be caused by the fuzzy aims, inappropriate teaching methods and management failures of the schools themselves.

That is one conclusion of a report by HM Inspectorate on slow learners and less successful pupils in secondary schools. HMI describe several examples of good practice, but suggest that the good things were mainly the fortuitous result of the initiatives of individual teachers, and not often based on planned principles which influenced all the teaching in a school.

Schools frequently stated general principles, but did not make sure that teachers put them into effect. For example, schools who stated that each child should work at his or her own pace rarely took steps to find out what that pace was, or checked that the pupil was making progress. Instead, it was assumed that whatever a pupil did represented his "natural" level.

HMI describe considerable weaknesses in diagnostic and remedial procedures. Pupil records were good on the pastoral side, but often provided no record of progress or specific difficulties in learning. Marking, and reports to parents, were often crude and superficial, pointing no way forward for pupils, teachers or parents.

HMI looked both at pupils who were generally below average, and those with specific difficulties, in several secondary schools. They recognize the difficulties of schools who do not have resources to give special help to the children they believe need it.

Children catered for in special remedial groups often spent their time following an "impoverished curriculum" of narrow exercises in reading, punctuation and grammar, and computation – missing out on literature, discussion, practical mathematics and other important areas of the curriculum.

Where children were catered for in ordinary classes, teachers often failed to discover what their particular difficulties were. Instead, they simply lowered the general level of demands – for example, asking for drawing and colouring instead of writing.

Slow learning and less successful pupils in secondary schools: Evidence from some HMI visits.

Diary, page 40

Haringey: Too harsh, HMI admits

The Senior Chief Inspector, Mr Eric Bolton, has written to the London borough of Haringey admitting that figures used in a recent damning report by Inspectors on some of the borough's schools were excessively harsh.

In the report, the Inspectors said that only 11 per cent of Haringey's fifth-formers gained one or more GCE grades A–C or CSE grade 1, compared with 23 per cent nationally, although a footnote points out the figures do not compare like with like.

Haringey contends that directly comparable figure show 17.9 per cent of leavers getting into this category.

In a letter to Mr Tony Lenney, Haringey's chief education officer, Mr Bolton admits that with hindsight more directly comparable figures should have been used.

Mr Lenney said the letter was "a shameful admission of inadequacy" and the misuse of figures was "very, very unfortunate and very unfair".

At a meeting of Haringey council this week calls were made by Conservatives for the resignation of both Mr Lenney, and Mrs Nicky Harrison, chairman of education.

Diary, page 40

THIS WEEK

COMMENT ... 2
PRIMARY ... 5
SCHOOL TO WORK ... 11
NOTICEBOARD ... 11
OVERSEAS NEWS ... 12
LETTERS ... 13
PERSONAL, CHRISTOPHER PRICE'S DIARY AND CROSSWORD ... 40
CLASSIFIED ... 26

Hit list
Biddy Passmore on Patrick Jenkin's plans for council spending. 3

Primary need
Primary schools are becoming increasingly dependent on fund raising, MPs were told 5

The Latin beat
Nick Wood reports on a classical revival in the Midlands 6

Platform
Martin Loney castigates the "hooded accusers" who claim that an OU social science course is Marxist. 4

Breaking up
More teachers than ever are taking secondments but can their marriages survive a year away? 14

Warnock warning
How reliable are the estimates that 1 child in 20 has special needs? 15

Arts/Books
Marion Glastonbury on the work of Harold Rosen; Pierre Watter on the diaries of Sir Henry Channon and Harold Nicolson; Philip Jacobson on Central's documentary on Cuba; Lynne Truss on *Wild Honey* at the Lyttelton. Poetry: Linnette Purbi Perry on Charlotte Mew, Brian Morton on George Trakl. Drama textbooks 17–21

Resources/Media
Hugh David visits Bradford's National Museum of Photography, Film and Television; Gillian Thomas looks at quizzes, games and construction kits for the holidays; plus reviews of "Animals as Architects" at the Natural History Museum. "Promises, Promises", a touring exhibition: reviews of Granada's *Starstrider* and *The Old Firm* 22–24

TIMES PAST
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Holding the line at CLEA

The CLEA conference (pages 8 and 9) split on clear-cut lines within the first 10 minutes. An innocuous motion on the virtues of partnership and how nice it would be if Sir Keith would consent to be a model partner, proposed by Philip Merridale, kingpin of the Association of County Councils, was amended to be a blistering condemnation at the instance of the Association of Metropolitan Authorities' champion, John Pearman. And so it went on with AMA-inspired motions about Burnham and teachers' salaries calculated to divide local politicians on wholly predictable lines with a steady Labour majority of about three to two.

None of this did CLEA much good, least of all with the county representatives, a number of whom began to slip away after lunch on Thursday with expressions of righteous indignation and regrets that the conference "did not discuss education" but simply enjoyed sterile party bickering.

More serious from CLEA's point of view was the large number of authorities which hadn't bothered to come at all. About a third of all l.e.a.s did not send any elected representatives to Newcastle, which explained the succession of divisions in which only 60–65 votes were cast.

The issue which had threatened to divide the conference most damagingly – the Manpower Services Commission's takeover of 25 per cent of non-advanced FE – was "fixed" up by a back-stairs deal between the ACC and AMA.

A motion was proposed reaffirming total opposition, which restated the view originally adopted by AMA and ACC. But this was quietly remitted to the executive to avoid a vote. Some of the counties would undoubtedly have carried out their pre-stated intention to abstain, or even, out of Conservative loyalty, vote against.

The common front has been held, however, at least publicly, and this is good, but it is paper thin. Neither of the local authority associations, nor CLEA, can answer for their members in the sense of whipping them into line. And, undoubtedly, some l.e.a.s are already talking to the MSC (though fewer than the MSC and the DES had expected.) The CLEA resolution will not stop others from following suit now that the Government's threats on RSG have been carried a stage further. But this doesn't mean it is not worth continuing the fight. The MSC badly needs a compromise. Even those who believe that, in the end, the power of the purse will win, must also reckon that the l.e.a.s and the colleges will get a better deal by holding out to the end, collectively, than by being picked off one by one.

The MSC's NAFE takeover has not been properly thought out. It is wrong in conception, not just as some CLEA delegates seemed to suggest, because it undermines local government. Even if it is believed (on what evidence?) that the colleges' industrial efforts could be improved by more MSC influence and information, it doesn't follow that vocational education is best served by making the MSC the paymaster and the colleges mere contractors.

There are advantages in some commercial activities for the customer who retains the freedom to deal with a range of contractors on a short-term basis. But these are not relevant to vocational education.

The quality of what is provided will depend in large measure on the quality of the colleges as institutions. Such quality – of staff and ethos – can only be built up over time. Continuity is of the essence in establishing this institutional base. It is not just a matter of fulfilling specified tasks for the MSC – as a building contractor carries out specific instructions from an architect – but of creating the circumstances in which the colleges themselves can excel, and in doing so, discover new needs which they can meet. Dependence on MSC short-term contracts, which in turn means relying on short-term contract staff, is no way to maintain, let alone improve, non-advanced FE and the professional skill it needs to call upon.

For all their indignation at Newcastle, CLEA representatives let Sir Keith off very lightly at question time. He simply reaffirmed the Government's intention to go ahead, reasserted its right to form the "impression" that all was not well and the "belief" that MSC could do better. The critics were too tired or too polite to press him and he withdrew, amazed at their moderation.

Curriculum aims

Earlier, Sir Keith had chosen to speak at length about his plans for public intervention in the school curriculum. In the course of a brief introduction he outlined a formidable list of discussion papers, reports, Government statements and circulars, now in the pipeline:

- ☐ An HMI discussion paper on the primary curriculum – "in the autumn".
- ☐ An HMI discussion paper on the 11–16 curriculum – "on the stocks".
- ☐ Policy statements on science and foreign languages "in the light of our consultations".
- ☐ An HMI discussion paper on objectives in English – "in the autumn".
- ☐ A statement of objectives for mathematics based on Cockcroft – "before the end of the year".
- ☐ "Discussion and draft policy papers on other subjects will follow in due course".
- ☐ A discussion paper on "breadth, balance, relevance and differentiation" in the 11–16 curriculum – "shortly" for the local authority associations, "subsequently" to others.
- ☐ Examples of good work in English, maths and science, culled from APU surveys – "next year".
- ☐ A Government paper, drawing conclusions from replies to Circular 8/83 on l.e.a. curriculum policies – now in hand.

This promised flood of official pronouncements shows the breadth and depth of Sir Keith's ambitions, when he talks about arriving at "broadly – agreed objectives" for the curriculum.

What he described was not a finished product – a set of guidelines or a list of objectives – but a process which could take as long to complete as Penelope's endless woollen comforter. Most of the papers which he heralded were discussion documents. Some of them might be on the way to becoming Government statements and official policy. Others have an HMI label and are, themselves, contributions to the larger discussion which do not commit him.

An initiative in depth like this certainly absolves Sir Keith of accusations of superficiality, but it also threatens to make it difficult to achieve clarity. With so many separate elements, the final equation will become increasingly difficult to put together. So many official and semi-official documents will flash across the educational scene that critics will be able to pick and choose their authorities. It will be surprising if from such a treasury of sacred texts the devil cannot find Scripture to quote in defence of favoured heresies.

All this looks a bit different from the statement of national objectives long-promised by the year end. Those who (like *The TES*) do not share the faith which Sir Keith appears to invest in statements of objectives, must now have some apprehension added to their scepticism. It is clear that Sir Keith wants to fill out his notion of objectives to the point where, by defining the end product, he has gone a long way to prescribe also the process required to achieve it. He is perfectly sincere in his protestations that he has no desire to establish a national curriculum, but the farther he goes in linking his objectives exercise to detailed curriculum studies in the major subject areas, and DES statements on "breadth, balance, relevance and differentiation", the harder it is going to be to avoid doing just this.

Of course, there is the saving grace that pumping out vast quantities of DES paper is not the same as getting people to read it, let alone act on it – l.e.a.s will have their work cut out to translate Sir Keith's documents into their own curriculum policies and plans for resource allocation; governors (with or without all those parents) will have to read them and digest them and distil from them the wisdom to guide them in establishing objectives and aims of each school. It is a tall order. All Sir Keith can do is publish his views on the curriculum and hope that the l.e.a.s and the governors take them aboard. Perhaps they will be impressed by the thickness of his documentation even if confused by its profusion.

COMMENT

If the cap fits ...

Although the Environment Secretary has tried hard to offset the constitutional horrors of rate-capping by selling the Rate Support Grant settlement overall as generous, that is not the way it is going to look to the education service.

At best, Patrick Jenkin is honouring his Pym promise (and remembering next year's county council elections) by giving a better deal to the hard-pressed but faithful Tory shires.

So the good boys in the counties, and a few more in the metropolitan districts and outer London boroughs, are rewarded with provisional targets 4.25 per cent higher than their current 1984–85 budgets. This means, in effect, a standstill if Jenkin's own estimate of inflation (4.25 per cent) is achieved.

So there is not much hope of the extra spending on empty bookshelves or woodwork that HMIs have hoped for (though it is worth noting that Dudley and Sutton, where the inspectorate has been particularly tough on spending policies, are allowed larger rises of 6.37 and 4.65 per cent respectively). Some counties, such as Francis Pym's own Cambridgeshire, will not find the concession big enough to get them off the hook. There may, therefore, still be cutting to come and the usual threats of redundancies, even in the most favoured areas. Next year's teachers' pay settlement has also to be accommodated.

So much for the good news. Overall it seems education will be short by £500m of what is needed to maintain current spending. By the DES's own calculation, the average increase in budgets for those local authorities with responsibility for education will be just over 3 per cent, which undoubtedly means cuts once allowance is made for inflation.

Within this averagely grey picture, the Government's policy of "generous" public spending plans, coupled with vicious penalties for even the first per cent of overspend, will concentrate the worst cuts in a range of urban authorities, some of whom may be able to draw on balances to stave off the crunch. Those inner city areas which just missed appearing on the 18-strong hit-list for capping will have a particularly tough time.

It is not yet clear how far the four education authorities in that list are going to follow David Blunkett of Sheffield down the Liverpool path of all-out confrontation with the Government. ILEA, for one, is already drawing back slightly by deciding to put the issue to Londoners first through a public consultation on the budget.

In any event, the crunch would be delayed until February or March when the rate is due to be set but, whatever the merits of the case, it has to be said that a cliff-hanger is the last thing the education service needs in ILEA, Haringey, Sheffield or Brent. All-out campaigning is a sure recipe for the neglect of educational issues; stalemate and the threat of unpaid salaries are no way to boost morale.

○○○ no comment

Part I
FE: The Future Funding of Youth Training Scheme Courses
Report of the Chief Education Officer (E0/84/191) (BLUE paper)
Part II
Nil.
(If it is considered necessary to go into Part II the following resolution should be passed – "that the press and public be excluded from the meeting during consideration of the following items, the Committee being of the opinion that publicity would be prejudicial to the public interest by reason of the confidential nature of the business to be transacted".)

From Devon Education Committee agenda, July 24.

Walter James assesses the remarkable career of Lord Vaizey, who died last week

Scenes from a distinguished life

John Vaizey

Cambridge never helped to answer the question he put to himself at the time – "what shall I do, what will become of me?" – and it was natural for him, without any other obvious goal, to slide into an academic career in which he was so clearly able to distinguish himself.

He made his name with his first book, in 1958, *The Costs of Education*. As Richard Titmuss said in his foreword, it was "important" and "pioneering". No one before had dug out the hard facts of educational spending, whether it had gone up or down in real terms, and where the money went and with what results. It was information essential to educational planning and his reputation led to more books in much the same area and regular invitations from round the world: America, Africa, Australia, and from Unesco for which he worked a lot. He was more than a financial analyst of education; he was a leading and enthusiastic advocate, believing that it would help to forward "a rapid growth of the economy in the next 20 years".

No academic was less locked in his study. Convivial, party going and party giving, mingling with politicians like Anthony Crosland, chairing committees on drama and dance for Gulbenkian, John Vaizey was a man of his world. His glittering intelligence, fresh ideas and store of high gossip gave him an entry everywhere, not least to important commissions like that of 1966 on public schools. Harold Wilson made him a life peer in 1976.

Man of the world, but suspiciously never quite accepting it, he was a natural Benthamite, tapping away to see if things were really working. Suddenly he decided that they were not, that the liberal consensus joining him to Boyle and Macleod, Gaitskell, Crosland and Titmuss had in its concentration on welfare and equality overlooked the country's real deep-seated ills and could not remedy them. More education, for example, had not made the economy grow or the poor more equal. The social sciences relied on by the consensus, and presided over by him at Brunel, were blind guides, useless as predictors, not sciences at all. So in the Lords he moved from Labour to the cross benches and soon to the Conservatives, a process springing from honest Cambridge conviction but more certain to lose old friends than to make new.

His last job was as principal of Cumberland Lodge, a Christian institution in Windsor Great Park where university and polytechnic students gather with their teachers. It had been in constant deficit, always on the verge of extinction, since its royal foundation in 1947. In two years John Vaizey balanced the books and secured its future – a parting gift from a practical economist who was also a devout high Anglican.

Walter James was editor of The Times Educational Supplement *from 1951–1969.*

NEWS

Inner cities face cuts of up to 6%

Biddy Passmore assesses the impact of rate-capping and Government spending targets for the coming year on different local authorities

Education spending in many shire counties and some suburban areas may be able to hold its ground next year. The inner cities face real cuts of up to 6 per cent under decisions announced on Tuesday by Mr Patrick Jenkin, the Environment Secretary.

The four rate-capped education authorities – the Inner London Education Authority, Haringey, Brent and Sheffield – will be forced by law to make cuts. If other councils try to exceed Government spending targets, they will be punished by a crippling penalty system.

Mr Giles Radice, Labour education spokesman, said it was absurd to penalize those areas with the most severe social difficulties. He forecast "appalling cuts" in the four l.e.a.s selected for rate-capping.

More than two-thirds of the shire counties, and about a dozen other education authorities, have been given targets for next 4¼ per cent higher than their current budgets. Those should, on present Government estimates of inflation, allow them to keep spending at the same level in real terms.

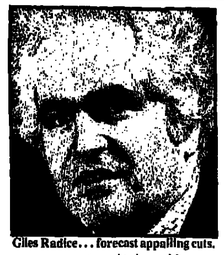
But the biggest over-spenders have been given much harsher treatment. The worst offenders, including the four rate-capped education authorities, face a cash freeze or even a slight cash cut.

The ILEA and Sunderland fare worst, with a 1½ per cent cash reduction on their current budget. Even when it meets its new target, the ILEA will still get no Government grant because payment of the grant is based on its grant-related expenditure assessment (GRE), the amount officials calculate it needs to spend to provide a standard level of service. It is 73 per cent over GRE this year.

The ILEA reacted angrily to the announcement, saying it would mean a £75m cut in its budget and the loss of 5,000 jobs. "The Government appears to be under the illusion that cuts of this magnitude are possible without damaging education services", Mr Steve Bundred, who chairs the finance sub-committee, said. "They are wrong."

The rate-capped councils will be breaking the law if they exceed the rate demands implied by their targets – and Mr David Blunkett, leader of Sheffield and chairman of the Local Government Campaign Unit, pledged this week to ensure their non-compliance. (The ILEA will consult locally before deciding what to do.)

But a fierce penalty system, also


Giles Radice... forecast appalling cuts.

announced on Tuesday, makes the prospect of exceeding their targets scarcely more inviting for the rest. For the first 1 per cent of overspending, councils will lose grant equivalent to a 7p rate, rising to 8p for the second percentage point and 9p for every subsequent percentage point of overspending.

These are very much harsher than the current year's penalties, which start at a fine of 2p in the pound. Mr Jenkin said on Tuesday that was because the new spending targets were realistic. "It is only fair in return to expect that they will be met", he added, "and to take a firm line with anyone who sees this as an opportunity to boost spending."

A further stick to beat councils into containing their costs is a 3 per cent reduction in the amount of their spending the Government will finance through Rate Support Grant. That will drop from 51.9 to 48.8 per cent, making local government more dependent on the ratepayer then on the taxpayer.

Overall, the Government has adjusted its local government spending plans upwards by some £800m since the last public spending White Paper. The figure would have been more like £900m, but for adjustments to transport funding and the switch of £65m for non-advanced further education from l.e.a.s to the Manpower Services Commission.

That switch has meant a redution in targets for all education authorities amounting to more than £1m in some counties – more than £2m for Hampshire – and £3m for the ILEA.

The plans now provide for local spending next year of about £21.8 billion, of which about half will go to education. Education authorities will have on average 3 per cent more to spend on all services than they are budgetting to spend this year.

Apart from the four rate-capped education authorities, those facing a cash freeze or a slight cash cut (1½ per cent is the maximum) are: Avon (–0.36 per cent), Cheshire (–0.92 per cent), Cleveland (–1.24 per cent), Derbyshire (–1.09 per cent), the London borough of Hounslow (–0.75 per cent), and Sunderland (–1.50 per cent).

But Northumberland, the Merseyside boroughs of Knowsley, Liverpool and St Helens, and Doncaster, Newcastle, North Tyneside and Bradford fare hardly better, with targets less than 1 per cent higher in cash than their current budgets.

Meanwhile, local authorities have reacted with indignation to the news that the Government is imposing a "go-slow" on their capital spending in the present financial year, after years of urging them to spend more.

Mr Patrick Jenkin has asked them, at the Treasury's insistence, to restrict their building and maintenance programmes to their capital allocations and half of the income they get from selling off buildings and land this year. Last year's overspending of £368m arose because councils were spending too much of their income from previous years, he said.

Tables next week

Burnham panel seeks old rules on arbitration

by Richard Garner

Teachers' leaders have urged employers to join them in pressing the Government to revert to old rules about sending their pay claim to arbitration. This, they claim, could spare schools from disruption.

At a meeting on Tuesday, the teachers' panel of the Burnham committee, which negotiates pay, agreed to ask the employers.

Until 1981, Sir John Wordie, the independent chairman of the committee, could declare a breakdown in negotiations and refer the claim to arbitration if it looked as though further negotiation would not be fruitful.

However, Mr Mark Carlisle, the then Education Secretary, changed the rules so that both sides had to agree before a pay claim could be referred to arbitration.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, said that twice in the past three years teachers had been forced to resort to industrial action to get the employers to agree to go to arbitration.

"Schools ought to be spared from that", he said, "but the employers just took delivery of what we said, but weren't prepared to comment on it."

The teachers' panel of the Burnham committee has now drawn up its evidence for this year's arbitration hearing and, as expected, it draws from the pay data working party on teachers' salaries, compiled earlier this year, which shows teachers' pay has slipped behind the pay of other comparable professions.

The teachers are seeking a substantial rise to restore their pay to proper professional levels. The employers, who will plead that they are unable to meet the claim because of government spending restrictions on local authorities, have offered a 4.5 per cent increase.

It also emerged this week that the long-awaited arbitration hearing into this year's teachers' pay claim is now almost certain to be held in the third week of August.

Amid further recriminations between teachers' leaders and their employers over delays in fixing the hearing, ACAS, the Government's conciliation and arbitration service, suggested August 20 as the first of two possible dates for the hearing.

If it goes ahead then, the result of the arbitrators' deliberations could be known by early September – although any increase would be unlikely to find its way into teachers' pay packets before October.

The hearing into the college lecturers' pay claim, which has also been referred to arbitration, is likely to take place on August 22.

Meanwhile, the recriminations continued at Tuesdays Burnham committee meeting with teachers' leaders rejecting an assertion by the employers that they had not sought to delay the hearing.

Professor Eric Armstrong, professor of industrial relations at the Manchester Business School until his recent retirement, is to chair both the teachers' and college lecturers' arbitration hearings.

Professor Armstrong is also deputy chairman of the central arbitration committee set up by ACAS and has for the past 10 years worked for the arbitration service.

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NAB split on campus equality

by Karen Gold

Senior civil servants from the Department of Education and Science are resisting proposals by the board of the National Advisory Body to treat universities, polytechnics and colleges as equals.

DES members of the NAB board said at its latest meeting this week they could not support phrasing in the proposed NAB long-term strategy paper which argued that universities and public sector institutions were of equal quality.

They also said they could not support the proposal that all institutions should be funded equally per degree student for teaching purposes (though not for research), as the paper argues.

The paper, which has been considerably redrafted, also proposes an extension of access by allowing students with only one A level to qualify for diploma courses. That too was opposed by the DES. The paper will be considered by the NAB committee early next month.

The board meeting, which lasted all day, also failed to agree on the fate of the one diversified college proposed for closure by the NAB chairman's group: De La Salle college, Manchester.

In a very close vote the board agreed to postpone a decision on De La Salle until the autumn, because the college's future could not be decided without reference to the new Voluntary Sector Consultative Council. – *THES.*

House call: Sir Keith Joseph about to select one of 12 short films which describe research projects undertaken at Liverpool University, while listening to the commentary on the 'phone provided. The display, which uses a small computer to select the films and is called a video jukebox, was part of an exhibition mounted by the Association of University Teachers at the House of Commons on Tuesday showing a selection of material from each British university. The exhibition is due to tour the TUC Congress at Brighton in September followed by the Conservative Party Conference there in October, and the Labour Party Conference in Blackpool.

SHA voices doubts on restructuring

Plans for restructuring teachers' salaries will weaken incentives within schools, according to one of the teachers' unions taking part in the discussions.

The 3,500-strong Secondary Heads Association is seeking a meeting with Sir Keith Joseph, the Education Secretary, in the autumn to discuss its fears over the proposals.

The SHA says that it is concerned that there will be too few posts in schools established above the main professional grade – which it is expected most teachers will be on.

Under the management's proposals, the post of team leader would be established in schools. They would direct and supervise a group of teachers and their numbers would be directly related to the number of full-time equivalent teaching posts in schools. The management suggests team leaders should be given an allowance of the order of £1,000 a year.

In addition, schools should have assistant heads whose salaries would be roughly within the range of 75 per cent or 80 per cent of the headteacher. The number of assistant heads, says a management paper, should roughly constitute 5 per cent of the teaching force.

However, the SHA says "Present proposals will certainly weaken incentives within schools, since few promotion prospects will be available outside the main professional grades".

In-service plan backed

by Bert Lodge

A new plan (outlined in *The TES*, July 20) to ensure increased and guaranteed funding of in-service training for teachers by local authorities was agreed in principle by the Advisory Committee on the Supply and Education of Teachers on Tuesday.

The scheme would mean local authorities agreeing to about 5 per cent of their teachers' salaries bill being allocated to in-service training. Current spending averages less than 2 per cent.

The committee is expected to forward the plan to Sir Keith Joseph sometime during the summer with the recommendation that he begin consultations with local authority representatives. He will also be asked to recommend in-service training as a priority area to the University Grants Committee and the Welsh and National Advisory Boards.

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PLATFORM

Martin Loney rebuts the complaints of the anonymous "professional" economists who have alleged that the Open University's introductory social science course has a Marxist bias.

A sinister farce

The allegations of bias directed by the DES against the Open University's introductory social science course (*TES*, July 6) have seriously damaged the university's public image. At the same time, the action of the DES, in commenting on the content of a particular course, must cause serious concern for the future independence of British universities.

Sir Keith Joseph's term as Secretary of State for Education has been marked by an increasing attempt to intervene in the detail of what is taught. He has been particularly sceptical of the social sciences, perhaps because of his previous experience as Secretary of State for Health and Social Services, where he commissioned research into the cycle of deprivation which showed the social sciences to be broadly unsupportive of his beliefs. In that case an expensive research programme failed to substantiate the proposition that poverty and deprivation are transmitted by the parenting practices of the deviant poor. This classic example of blaming the victim turned out to be only one of many factors involved. Worse still, some researchers made it clear that to tackle poverty required the two measures most disliked by Sir Keith: income and wealth redistribution and increased social spending.

As the new Education Secretary, Sir Keith moved from this brush with the social sciences to an immediate confrontation with the Social Science Research Council. Lord Rothschild was commissioned to report on the Council, in a move widely seen as a preliminary to its abolition. In fact, Rothschild's report was generally sympathetic and he recommended that the Council's budget be maintained.

Sir Keith had to be satisfied with a £6m budget cut, the appointment of a chairman, Sir Douglas Hague, who supported the Government's broad policy objectives, and who had been a friend and adviser to the Prime Minister since 1966, and the renaming of the Council as the Economic and Social Research Council.

This background is useful in providing a broader context for the Secretary of State's unprecedented degree of interest and interference in the content of the Open University's social science courses.

It is said that the economics block of the introductory social science course is biased and that the subject is largely presented from a Marxist perspective. The criticisms run to some 17 pages and represent disagreements about the way in which economics should be approached as well as disputes about what should be included in an introductory course. Such disputes are endemic to academic life and it is perhaps worth recalling the judgment of Rothschild: "There are Conservative economists, Socialist economists, Liberal economists, Marxist economists, SDP economists and, no doubt Alliance economists: and the fact that economists can be classified in these terms strongly suggests that economics has not the objectivity which is the principal norm of a science".

The charges made by the DES are based on an assessment by nameless and unnumbered "professional economists". Whether these are civil servants, government advisers, members of the City or representative academics is not known, though it is to be hoped that none of the latter have participated in such a shoddy exercise.

This report is the latest in a series of measures taken against the university's social science courses. The first salvo in the current round was launched in June 1982 with a claim by the DES of a significant increase in complaints about the alleged left-wing bias of the courses. Since some of the courses referred to were no longer offered, one was incorrectly identified and others were not in the Social Science Faculty, the basis of the DES claim was at best obscure. Nonetheless, the ground had been laid for future manoeuvres, for while the DES steadfastly refused to identify the detail of such complaints it now had established a precedent for interference and provided itself with an apparent mandate to seek to substantiate its charges.

The next moves often had a comic opera quality: a DES official was despatched to Milton Keynes to obtain a copy of the introductory social science course reader, at the City Centre book store. Since the book was freely available in London the reason for the trip is unclear, but the official caused some amusement by seeking to obtain a free copy as the representative of the Secretary of State. Subsequently, a telephone call from Sir Keith's office sought clarification on a reference: *The Main Enemy: a Material Analysis of Women's Oppression*, WRRC Publications. Perhaps the minister's advisers thought that these letters might bear some association with the Workers' Revolutionary Party rather than, in fact, to the book's

According to Mr Peter Brooke, only 22 complaints about OU courses had been received since 1976.

distinctly anti-Marxist feminist publishers.

In April this year the number of complaints received about Marxist bias at the OU was finally revealed. What had been in 1982 a significant increase was by 1984 a veritable trickle, for according to a Parliamentary reply by Mr Peter Brooke, junior education minister, only 22 complaints about all courses had been received since 1976. Given that the Open University currently has more than 60,000 students and that OU television programmes are often seen by more than a million viewers the figure is remarkable chiefly for its paucity.

By this stage, however, the investigation into Marxist bias, allegedly precipitated by this handful of letters, was well advanced.

What is remarkable is that in entering into an area where more cautious politicians have feared to trend the DES should not have exercised more care. Not only are the "professional economists" who claim to substantiate this chimera of public concern unwilling to be named but an analysis of their report indicates that they did not trouble to concern themselves with the wider course in which the economics block is located, or to establish the pedagogic intent of an interdisciplinary social science course. Much of their criticism is apparently based on the incorrect assumption that they were evaluating an introductory economics course. More remarkably still, having secured an unidentified, decontextualised evaluation of one-eighth of the course the DES had now told the OU that its report had substantiated the charge that the course as a whole is unbalanced and that "complaints of bias made to the Department were neither trivial nor irresponsible".

The detail of the report is in some ways irrelevant, not least since academics in a free society need surely not respond to hooded accusers, but it is worth pointing out that this is an attack not only on the university's own academics but also upon distinguished academics elsewhere. The late Joan Robinson, an internationally renowned Keynesian economist, is taken to task for her critique of monetarism on one of the teaching cassettes. In this she observes that monetarism may have a particular appeal to the class interests of the rich in that it legitimates steps to enrich them further. Perhaps the DES would like the OU to instruct its outside contributors on the parameters of debate acceptable to the present Government.

In a characteristically sloppy way the report further suggests that Robinson's statement is a "typically Marxist sentiment which attributes people's views to economic forces". Unfortunately for the report's anonymous authors this casts some substantial doubt on their ability to distinguish between Marxist and other critical views. Indeed it appears that any emphasis on the role of conflict in capitalist market economies, or on the issue of social class, invites the label "Marxist". Marxism has become an epithet to be applied to the views expressed in a very wide range of scholarship, views which the report's authors do not share.

In fact, the OU subjects all its courses to rigorous outside evaluation. The introductory social science course tutorials are largely offered by academics who are employed by other institutions of higher education and work part-time for the OU. Students attend summer schools where they are also taught by a range of academic staff from across the country. Their exam scripts are predominantly marked by non-Open University academics. The views expressed in the units, cassettes and television programmes constitute only part of the educational package, a package unique in its diversity of opinion and input, no less than in its availability for public scrutiny.

The DES report might simply be viewed as a regrettable, ill-judged and badly conducted attempt to respond to public concern. The evidence suggests that such concern was in fact largely a political figment and that the delivery of the report on alleged bias, coincident with discussions about the level of Government funding, which threaten the future viability of the university, is not accidental.

Large numbers of people will recall the charge of Marxist bias, few will appreciate its vacuity. OU students will feel that their education has been devalued. Sir Keith may have succeeded in eroding some public support for an institution which stands as a legacy of a social democratic tradition to which he is profoundly hostile. The difficulties already created by major funding cutbacks, including reduced access to television and the decline in the resource levels for new courses have further damaged the university's public profile.

Sir Keith has also given a hostage to fortune, for the desire to meddle in the content of education is not restricted to political extremists of the Right. If some future politician of the Left wishes to investigate the teaching of economics at Liverpool University Sir Keith will have already paved the way.

Dr Martin Loney is Senior Lecturer in Social Policy at the Open University.

Right: one of the illustrations in the course material which may have displeased the DES.

PRIMARY

Sarah Bayliss outlines some of the evidence presented to MPs considering provision for younger children

Age group equality urged

Education spending on primary age children should at least equal the sums spent per head on secondary pupils, MPs were told this week.

In evidence to the Commons Select Committee on Education, Science and the Arts inquiry into primary education, leading members of the National Association for Primary Education spelled out the need for more resources for young children and the increasingly shaky dependence of schools on fund-raising.

Mr John Coe, Oxfordshire's senior adviser for primary education and chairman of NAPE, claimed that spending on primary pupils nationally represented 70 per cent of the total spent on secondary pupils, 50 per cent of spending on 16–19s, 30 per cent of spending on further education students and 15 per cent of spending on undergraduates.

NAPE wanted to see a move towards a "proper balance" in education expenditure; whether a child was 7 or 14 years old, it should get the same resources.

"Too often it is too late, the damage has been done, the tracks have been set by the age of 11, probably by seven and for many children by five", said Mr Coe.

Even in Oxfordshire, where Mr Clement Freud MP had said there was a "brilliant" chief education officer, Mr Coe would like to see a better balance of resources.

NAPE knew that some parents were now providing the "basic tools" of education while some areas were falling below a minimum level of provision. Many more books were needed.

"Many, many schools are now raising as much money voluntarily as they are getting from their local authorities – that's not a sound way for us to finance our schools."

Mr John Nicol, NAPE's treasurer and a parent governor in Hampshire, said parents at his school had paid for redecoration, carpeting, but also for a new reading scheme.

Mr Michael Brogden, NAPE's secretary and warden of a teachers' centre in Berkshire, said there was a strong case for direct injections of cash from the Government for particular areas or subjects. The Department of Industry's funding of computers had made an enormous difference to schools.

Mr Martin Flannery, Labour MP for Hillsborough, Sheffield, said he believed that certain deprived areas should be given distinct financial advantages. "We would support positive discrimination", replied John Coe.

Asked about their support for small schools, John Coe said that research about the value of parental involvement in education had strengthened the case for retaining small schools. Such schools warranted strong support including in-service training for staff and visits from subject experts.

Lady Plowden: parental involvement necessary

In an important contribution on the role of specialists, Mr Coe said NAPE believed that the class teacher should retain overall responsibility for his or her class, but that specialists had a "major role" to play.

In a written submission to the select committee, NAPE said in the course of their careers primary teachers should take responsibility for different subjects at different times. It also asserted that there should be a statutory requirement on all local authorities to provide a place for every four-year-old in a playgroup, nursery or primary school. Professional coordinators should be responsible for the under-fives in each area.

Ms Joan Lister, an advisory head in Newcastle, assured MPs that both moves would enhance rather than diminish parental involvement in under-fives provision. NAPE would like to see more playgroups using classrooms in schools, not least because many playgroups were housed in poor accommodation.

Earlier, Lady Plowden, who chaired the influential Plowden committee of the late 1960s, emphasized the need for parental involvement in schools and preschool arrangements. She had always believed that parents' interest in education had the single largest effect on children's progress, but more recently she had discovered the confidence which parents themselves could gain.

She quoted research from Professor Barker at Bristol University, which said that financial support for young mothers' groups was likely to be more cost effective than remedial help for children with difficulties later on.

Lady Plowden, whose report in 1967 advocated a massive expansion of nursery education, confirmed for Sir William Van Straubenzee, Conservative MP for Wokingham and chairman of the committee, that she had changed her mind since then because of what she had observed in playgroups where mothers were directly involved in their children's development. Working class mothers, 26 per cent of whom suffered from depression, could have their lives transformed by contact with a playgroup. She therefore found it depressing that the Pre-School Playgroups Association had had its grant frozen in the current year.

Asked whether the committee should give special attention to the PPA, Lady Plowden replied that it would be more useful to draw together as much research as there was on "intervention with parents". She named the Home Start scheme in Leicester, the Haringey Reading Scheme, and Parent Support Units in Liverpool.

Asked by Mr Freud what the most cost-effective investment could be in pre-school provision, Lady Plowden replied that training for pre-school teachers and grants for parents' self-help schemes were her priorities.

Parents overturn plan to sell playing fields

Campaigning parents in the London borough of Hillingdon have won a reprieve for 10 primary schools whose playing fields were due to be sold, *Sarah Bayliss writes*.

The campaign, which grew suddenly in the last weeks of term after the schools had been named, culminated in hundreds of parents swamping the public gallery, corridors and ante-rooms of the council chamber on two evenings last week.

Nineteen Conservatives – one-third of the ruling group – who had been inundated with petitions, voted with the Labour minority and two Liberals to refer the matter back to the policy and resources committee.

Hillingdon's plan to raise £6m through the sale of 10 acres or more was included in the council's annual budget passed in March. An ad hoc subcommittee was set up and many sites were inspected and measured. Government regulations defining the minimum areas of playing field provision were applied and last month 10 schools were named as having some land "surplus to educational requirements".

Outline planning permission to make the sites more attractive to builders had already been obtained for five schools.

Mrs Shirley Barnes, whose six-year-old Laurence attends Field End primary, said parents were "absolutely shocked and amazed" to learn on June 28 that more than half their site was to be put up for sale.

"We abhor all cuts in education but this cut would have been irreversible. Once land has gone and houses have been built, it's gone forever" she said.

Mrs Barnes said parents had personally thanked those Conservatives who had voted in their favour. But at the same time they had written to the chief executive of Hillingdon claiming that the ad hoc subcommittee's procedures had been "biased, unfair and discriminatory".

They claim that councillors were impartial in defending only the schools in their wards and that on the issues of access and the value of land for rural studies, there were inconsistencies; in some cases these were quoted as reasons for reprieving land whereas in others they were not.

Mrs Barnes said parents had also written to Mrs Thatcher, the Prime Minister, about the iniquities of the grant penalties system of which Hillingdon claims to be a victim, and to Sir Keith Joseph, the Education Secretary, about the Education School Premises Regulations of 1981.

These specify that a school with 50 to 149 children should have a minimum of 0.25 hectares, whereas a school with 150 to 249 pupils should have 0.5 hectares. Pupils aged eight and under are assumed to need only hard surface areas and are excluded from the playing fields calculations, presumably because it is assumed they do not play team games on grass.

A school with a fluctuating roll, like Field End, and with over half its pupils aged under eight was disadvantaged by the regulations, Mrs Barnes said.

Mr Ian Cunningham, Labour's education spokesman, said the regulations had given serious cause for concern: two schools in high density housing areas, Brookside and Glebe School, would have been "savagely hit" by their application.

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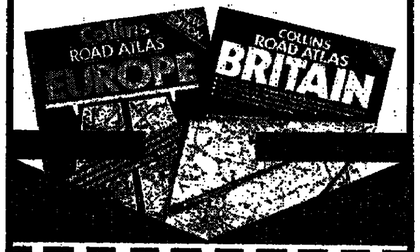

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NEWS

Bexley heads give warning as dispute is declared

Post freeze threat to pupils

by Hilary Wilce

Pupils may be turned away from classes next autumn if teachers are unavailable to take them, Bexley heads are warning parents.

The heads' warning comes in the wake of a decision by the Tory-controlled outer London borough to freeze all vacant posts pending the outcome of arbitration on teachers' pay.

The authority, whose education chairman, Mr Brian Sams, is known to have taken a hard line in Burnham negotiations, has told teachers that at least 18 posts will have to go for every percentage point awarded above the 4.5 per cent offer already made to teachers.

Originally the education committee decided frozen posts would be freed only under exceptional circumstances. However, a working party of members set up to consider individual posts has released 36 of the 52 posts put before it.

Mr David Hart, general secretary of the National Association of Head Teachers, described the move as a "volte-face", but said the situation was still unsatisfactory.

The NAHT had declared a collective dispute with the authority, he said, but this had been rejected by the authority, which claimed it concerned a budgetary matter which was outside the responsibility of the education committee.

"We fundamentally disagree with the idea that a decision by the education committee cannot be the subject of a dispute," he said. The association was pursuing the matter, and advising heads to write to parents to warn them that if teachers are not in post at the beginning of the next school year, and if colleagues refuse to cover for them, then pupils could be excluded from courses.

Bexley's secondary heads have already written to councillors and parents protesting that the freeze on posts makes it impossible for them to plan next year's timetables.

The heads say that the authority has already saved £74,000 by non-payment of salaries during the teachers' strike action.

But Mr Sams challenged this figure. Only £50,000 had been saved, he said, and this was a one-off saving and would not help to pay next year's salaries bill. The heads' representatives had known what would happen if a pay settlement exceeded the management side's offer, he said, yet they had supported the teachers. "They must now take their share of the responsibility".

Both primary and secondary schools are affected by the decision to freeze posts. A number of parents' associations have met to consider the possibility of legal action, if posts remain unfilled at the start of the next school year.

● Bexley council may ballot its teaching force over who should represent them on its education committee.

The move comes after a row over representation as a result of which all the five recognized teachers' associations have withdrawn from the education committee.

The withdrawal is part of a protest over the fact that the council now chooses the education committee's teacher representatives from those nominated by the association.

UK women missing out on Euro training cash

The United Kingdom's dismal record in obtaining European funds earmarked for the training of women is highlighted in the 1983 report of the European Social Fund.

The failure of this country to get its share of women's training funds has been the subject of criticism in Britain and in Brussels. At least some of the blame has been laid at the door of government and local authorities for lack of commitment to positive action for women in the workplace.

The report shows that the UK received just 11.8 per cent of the women-only fund. This compares poorly with West Germany, which received 33 per cent, and France which received 19.7 per cent.

Commission officials say that the money countries receive relates clearly to the number of applications for funds in this area.

Lady Platt, chairman of the Equal Opportunities Commission, speaking at Surrey University recently, said more effort should be made to channel this earmarked money into the UK.

But Ms Manreen Burn, coordinator of the East Leeds Women's Workshop, which has been receiving European Women's training funds for the past three years, said that universities and colleges appeared to find it easier to get money than Skillcentres which were trying to encourage women into non-traditional areas.

The main stumbling block for many groups trying to set up women's training projects was the reluctance of local authorities to put up the necessary matching funds before a grant application can be forwarded to Brussels.

A further complication was that the Department of Employment seemed reluctant to give local authorities the special designation needed under the Sex Discrimination Act to allow them to set up women-only training courses, she said, But local authorities, in turn, were unwilling to fund projects in the voluntary sector.

Under the old rules the European Social Fund had a special section earmarked as training funds for women over 25. However under new rules this year there is no separate women's section. Instead women will form a priority category throughout the fund.

NEWS

Looking for graduates' gratuities

Glossy brochures urging British graduates to give money to their old university could become as familiar here as in the United States if options set out by vice-chancellors this week are implemented.

A working party chaired by Dr John Burnett, principal of Edinburgh University and vice-chairman of the vice-chancellors' committee, has produced a report to consider ways of boosting university income from non-Government sources. It is estimated that some £70m, or 14 per cent of the universities' recurrent income, came from such sources in 1982-83.

The paper, which has been sent to Sir Keith Joseph, the Education Secretary, says that if the estimated 1.5 million British graduates gave as generously to their former universities as their American counter-parts give to theirs, university income could be boosted by some £20m a year.

Another – more controversial – source would be students themselves, the working party says. They could contribute more, either through loans repaid through a graduate income tax or through a flexible fees system under which fees would be set by individual universities.

University administrators produced a 90-page report on the same subject this week. They give a run-down of the possibilities for raising funds from summer schools to science parks.

Union hits at HMI on middle schools

by Richard Garner

A report by Her Majesty's Inspectorate on the country's middle schools is "not full enough, not good enough and not new enough" to be part of the current educational debate, says a pamphlet published by the National Union of Teachers today.

The NUT says the report – published last Christmas after lengthy delays – was a disappointment because it was out of date by the time it was released. The work in the schools had been completed three years before its publication.

The HMI survey had been widely publicized as hostile to or unenthusiastic about 9 to 13 middle schools, the union says, but claims that a close reading of it shows this is not the case. It adds that it is worried that many local education authorities have seized upon isolated comments from it to support the closure of middle schools at a time of economic constraints.

The NUT says: "The survey when closely studied makes no judgement about the overall advantages of three-tier or of two-tier school systems.

"Equally, the union believes that the details given in the survey do not prove, and were not intended to prove, the case either for retaining or for disbanding a three-tier system.

"The union is concerned that the survey is being used as an authoritative source in the current local education authority debates over the future of many middle schools. It is filled with comments that can, taken out of context, be used by those anxious to retain or those anxious to close middle schools.

9-13 Middle Schools is published by the National Union of Teachers and available from its headquarters at Hamilton House, Mabledon Place, London WC1. price 40p.

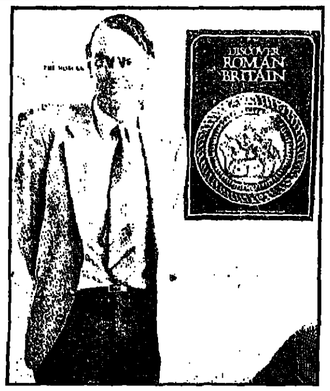
Plans to close three-year-old school

A purpose built high school in Stafford completed only three years ago and described as unique and exceptionally well-equipped, was being recommended for closure under a reorganization plan this week.

Weston Road High School in Stafford, with 740 pupils, has its own theatre, extensive library, a computer network and a big sports hall. Stafford l.e.a. believes it is no longer educationally viable.

NEWS

Nick Wood visits an unlikely classical rebirth in the Midlands led by teacher Myles Walker (pictured right)



Latin verve ...

Latin, once the corner stone of an English education, is on the way back.

But the setting for its mini renaissance is not the cloistered quiet of a public school. The classics have gained an unlikely toehold in the Labour borough of Sandwell, whose left-wing umbrella covers the West Midlands towns of Warley and West Bromich.

For the past fortnight, about 300 14 and 15-year-olds from local comprehensives have attended a Latin summer school at Rowley Regis sixth-form college. All the costs are paid by the local authority.

Nor have they been taking it easy. The aim is to cover one-fifth of the 16-plus Latin grammar syllabus in a week which, for all the children, means a headlong dash through the pages of *Ecce Romani*, the colourful textbooks that make up the core of the course.

Only after the morning's 2½ hours of intensive study does the pace slacken as the children are introduced to wonders of ancient Roman and Greek civilization.

The man behind the venture is Mr Myles Walker, a Liverpudlian, who for the past 10 years has taught A level classics and ancient history at Rowley.

Since the course began in 1978, he has seen the numbers on it treble and he now has a couple of his first crop of students among the 20 teachers who for a modest £25 have taken on an extra week's work. As he puts it: "The children just keep coming back."

And, as his remark implies, the summer school is a regular event. For the 14-year-olds, it is their first taste of Latin; but it is also something that can be taken right through to O level or CSE standard at 16.

Throughout the rest of the school year, Mr Walker, helped by Mr Luigi Lenardic, his assistant at Rowley, and Mr Edward Chitman of Wolverhampton Polytechnic tour the borough's comprehensives squeezing in lessons before and after school and during the lunch hour to small but eager groups of youngsters.

Under this arrangement some 30 children took the 16-plus Latin with Classical Studies last year. It was not a vintage year, but 10 got O level passes and one pupil achieved a grade A. Nearly all the rest achieved graded results at CSE.

But why does he commit himself to a programme that works out to 35 hours teaching a week plus umpteen hours of travelling, preparation, administration and marking?

"I believe classics is a splendid form of education, and with the innovations in Latin teaching it can be taught to a wide range of abilities. I see it as my business to offer it to youngsters and to give them an opportunity to get an O level in it.

"But because of the way we have to rush through the course it does require exceptionally hard work from the children."

Mr Walker advances two prime educational justifications to teaching Latin – it strengthens childrens grasp of English by building up their "amazingly weak" vocabularies, and it "opens their eyes" to the classical traditions and classical literature.

"Almost the first Latin words children encounter they can relate to English words. The Latin words make sonse of English words. Take the word 'ramification' if you know that *ramus* is a branch you can see 'ramifications' as all the branches of a tree spreading from the trunk."

He then puts theory into practice by taking a group of 10 first-formers through a piece of Latin prose describing the adventures of a Roman family. Along the way, they learn the Latin origins of English words such as "uproarious", "multitude" and "egocentric".

They work hard, happily and largely in silence as they puzzle over a set of grammatical exercises. Were it not for the jeans, sweatshirts, necklaces and earrings, you could be back in a grammar school classroom in the 1950s.

But what do the pupils think of the school? Donnella and Sharon, two 14-year-olds from Heathfield comprehensive, rated at average linguistic ability, said they had enjoyed themselves and hoped to take the subject through to O levels and CSE.

"We never thought we'd be reading Latin out of a book after just a week. I thought it would be ever so hard but

A school adaptation of Plautus's play *The Swaggering Soldier*

'Latin's always had an aura about it. Ever since the first year I wanted to do it. I took French but didn't like it – it was too ordinary'

I've been amazed that once you get the hang of it it's easy," Donnella said.

Other pupils were more critical. One said: "I have enjoyed most of it, but the afternoons were boring. The slide show and film were ancient and useless. Another said: "I came to learn Latin, not how Romans lived."

Many said how much they liked the informal atmosphere of the summer school. "You were treated as adults instead of school children. You didn't get told off much but then no one did anything wrong."

But perhaps the most revealing comment came from one of the summer school's old boys – Nicholas Turton, who has just taken the Latin 16-plus and who has come back to begin a course in Greek.

For Nicholas, who will be taking sciences at A level, the school has unlocked the low door in the garden wall – to paraphrase Evelyn Waugh.

"Latin's always had an aura about it. Ever since I was a first year I wanted to do it. I took French but I didn't like it. French is too ordinary.

"It's on TV or you go to France and they are all speaking French and it is really plain.

"There is something special about Latin, perhaps because it is a dead language and a relic of a world that doesn't exist any more. Once the language is removed from schools, Rome won't exist any more."

Exam board applauds the rapid start for 16-plus

by Biddy Passmore

One of the country's largest GCE boards has expressed relief that the new 16-plus exam can get under way before grade-related criteria and the proposed "distinction certificate" are fully introduced.

In a letter to Sir Keith Joseph, the Education Secretary, the Manchester-based Joint Matriculation Board offers its full support for the introduction of the General Certificate of Secondary Education.

But it says the proposed starting date of 1988 will place "very heavy demands" on all involved.

"The board is therefore glad to note that this rapid implementation is not dependent upon the two most innovatory features, the grade-related criteria and the proposed "distinction certificate", being in full operation from the beginning," Mr Colin Vickerman, the JMB's secretary, said.

"The implications of the use of grade-related criteria, both in operational and educational terms, are very far-reaching as you obviously appreciate and proper trials and evaluation are essential to success." The board will be glad to play its part in this development work, his letter says.

But a clear indication was given by Sir Wilfred Cockcroft, chairman of the Secondary Examination Council, that grade-related criteria would be based on the present exam system, at least to start with.

He said that in English and other subjects the council would have to begin defining the GCSE Foundation grade F (roughly the borderline of CSE grades 4 and 5) by asking the CSE boards what candidates at the sixtieth percentile of the ability range could be expected to achieve.

He admitted that this might sound as if the new exam, which had been presented as criterion-referenced – marks based on absolute standards – would in fact be norm-referenced (ie based on relative standards.) "But," he remarked philosophically, "you have to start somewhere."

After the council's working parties had looked at what children at the sixtieth percentile could achieve, Sir Wilfred said they might then modify it in order to devise a "hurdle" which candidates could achieve. He conceded this might look very unimpressive as a criterion.

In its letter to Sir Keith, the JMB stresses the need for the new exam to make provision for people over 16 who currently use O levels as a general educational qualification, often as the first step towards further qualifications. This need is currently met by the specially tailored "Alternative Ordinary" (OA) category, it says, and hopes that a similar arrangement will be found urgently for the new exam.

● The letter-based grading scale proposed for the 16-plus could be misunderstood, the Joint Council of Exam Boards has told Sir Keith.

Using the letters A to G rather than the originally proposed scale 1 to 7 could cause confusion, particularly because of the similarity to A level grades, the council says. "In the General Certificate of Secondary Education F will be a passing grade", it points out. "At A level it indicates failure".

That is one of four reservations the joint council enters about the new exam, to which it gives a generally warm welcome.

Other points of concern are the target date of 1988, which it says will put heavy pressure on the examining groups, the need for the full support of local education authorities, and the new "distinction certificate".

'Keep special school qualifications' plea

by Diane Spencer

The Government would be "callous and barbaric" to accept a proposal that teachers in special schools for the blind and deaf no longer need extra qualifications, a conference was told.

Mr Ian Bruce, director of the Royal National Institute for the Blind, said it would be "retrograde and mean-spirited" to remove the present mandatory requirement for extra qualifications for teachers of the blind and deaf.

"It flies in the face of the Vernon and Warnock reports and decades of government policy."

But, he added, some of the other recommendations given to Sir Keith Joseph the Education Secretary, by his advisory committee on teacher training (ACSET) were very good.

He approved of the idea of a special educational needs course in basic teacher training, the increase in in-service and the request for more money to fund it.

Earlier, the 200 delegates at the annual conference of the Association for the Education and Welfare of the Visually Handicapped heard Sir Keith promise to listen to criticisms of the reorganization plans for special schools for blind children published earlier this month.

Under a rationalization programme 13 schools will close and 14 remain open. He hinted that he might be prepared to extend the September 30 deadline for consultation.

New post announced

Michael Sterne, Manchester's assistant education officer for continuing education, has been seconded for two years to the post of principal for community education in the city's northern area based on the Abraham Moss School. He takes up his new appointment on September 1, *writes Frank Padley*.

Mr Sterne, who has been in educational administration for 20 years, has worked in Northumberland, the West Riding and Doncaster.

How seven schools found ways of helping their communities and helped themselves to £7,000

Congratulations to seven of Britain's most enterprising schools.

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CLEA 84 Conference reports from Newcastle by Mike Durham

Unity against training White Paper maintained

Local education authorities reaffirmed their united opposition to the Government's White Paper *Training for Jobs*, at the conference of the Council of Local Education Authorities, which is the l.e.a.s' collective voice.

The White Paper was condemned as "an unwarranted and misconceived attack of local authorities and their colleges" which would be both unnecessary and costly.

The l.e.a.s maintained their united front against the Government. A potentially damaging split along party political lines was avoided when a string of resolutions attacking Government intentions were remitted.

Earlier a routine CLEA meeting at the start of the conference had passed a resolution restating the "unanimous opposition" to the measure of both Association of Metropolitan Authorities and Association of County Councils members.

It had been feared that because of talks between the ACC and the Manpower Services Commission, the local authorities stance against *Training for Jobs* might be put at risk.

Mr John Pearman, deputy chairman of the AMA education committee, told the conference that combined opposition to the White Paper was essential.

"If that centre yields, the control of further education goes with it," he said. "And then who will dare say that the remainder of the education service will not speed swiftly down the slippery slope greased for it?"

The voice of education would be stifled. Calling for unity, Mr Pearman added: "Must we not only drink of the poison chalice, but prepare the noxious brew ourselves? We cannot afford to organize our own demise and let it go."

He attacked the White Paper as based on unsubstantiated, subjective and biased assumptions. Alternatives to the Government plans should be considered before "passing yet more millions to the MSC so that it can throw money in all directions.

"The battlefield is here. The time for resistance is now. If we turn our backs on each other now and abandon our common purpose we shall rightly be remembered as political eunuchs."

Conservative l.e.a. chairmen were muted in their support for motions attacking the Government. Mrs Judith Walpole, deputy leader of the ACC education committee, said: "What we resent most about the White Paper is the implication that the present provision is not adequate."

But she said local authorities should go on looking for a solution. "It is useless to sit aside and sulk."

Mr Brian Sams, Conservative opposition spokesman on the AMA's education committee, drew a comparison with the introduction of comprehensive education 20 years ago when l.e.a.s like his own, Bexley, had put up a fight against the Government.

Centalism, he said, was not the only issue. But he fully supported a joint stand against the Government's White Paper.

Mrs Josie Farrington, leader of the Labour group on the ACC, said the fight was not just about control of one quarter of non-advanced further education – it was about the whole of non-advanced FE.

If the White Paper was implemented a huge sum would be spent on bureaucracy. "Recent events have shown that this is a very real danger, and one that has to be fought."

The remitted motions will be discussed at the next CLEA quarterly meeting in October. Meanwhile, the Education Secretary has been given a clear indication of the joint resolve of l.e.a.s to continue their opposition to the White Paper.

Pay parity appeal

The conference called on the Burnham pay negotiating committees to work for compatibility of salaries for teachers and lecturers in 16 to 19 further education.

Mr Geoff Driver, Leeds education chairman, said the Government's post-16 education provision was not meeting short-term needs as a result of unemployment, and would not meet long-term demands.

The need for a tertiary system was now becoming urgent. "Teachers and lecturers must have equality of esteem as equal partners in the system."

The principle should be built in to the current talks on restructuring of teachers' pay and conditions, the motion added.

The conference also gave unanimous support to the work of the structure working party on teachers' pay and conditions "in the long term interests of the education service".

In brief ...

More cash sought for adult education

The conference called on the Government to make resources available for a fully comprehensive adult education service. Mr Robert Aitken, Coventry's director of education, said the present proliferation of "pump-priming" projects financed by the DES and MSC was no substitute for properly financed and locally determined provision.

Cut in OU spending attacked

Reduction in Government spending on Open University courses, leading to heavy fee rises and cuts in classes, was condemned. Delegates called on the Government to restore OU funding to its original levels.

Break-in at London HQ

CLEA administrator, Mr Ivor Widdison, arrived back at his London office on Monday to find that it had been broken into. It seems the intruders were looking for confidential personnel files although nothing was stolen. Two men were this week helping police with their enquiries.

Take more interest in the homework –Hargreaves

Parents should be encouraged to take more interest in their children's homework, Dr David Hargreaves, ILEA Chief Inspector, told the conference.

He said that schools should make it clear that failing to do homework in secondary school could be the equivalent of lacking a whole year's schooling.

Most parents would be horrified to realise this, even though they often connived in their children's failure to do homework. But it was time to take parents seriously.

"Parents don't understand the importance of homework. They see their kids doing homework that is unimaginative, boring and time consuming.

"If only we could involve more parents earlier – say 20 parents in a tutor group parents' association going up through the school – then we could do a lot more for the children."

Dr Hargreaves gave his views on parent-teacher relationships after giving a speech to the conference on ways of improving the quality of secondary schools.

He said l.e.a.s had only recently concerned themselves with the curriculum since pressure from central government had forced them to take the area seriously.

Dr Hargreaves, who chaired the committee on improving secondary schools teaching in inner London which produced the Hargreaves Report, urged more l.e.a.s to set up their own independent committees of inquiry.

He outlined six criteria for them:

- Committee members should be professional educationists, not politicians;
- Committees should be small and manageable, headed by an independent chairman, and include some lay outsiders;
- They should work to a tight schedule not above a year;
- Committee members should make frequent visits to institutions so as to remain in touch with education "at the grassroots;"
- Recommendations should relate to the short term – say, 5 to 7 years ahead – rather than to the long term.
- Any committee should devote itself to considering ways of improving parent-teachers relations; better curriculum assessment; improved teacher quality; and primary to secondary transfer arrangements.

The result should be an exercise which established a working philosophy for secondary education in any area, as well as raising the general standard of debate.

Dr Hargreaves said the Government's Green Paper on parental influence at school was irrelevant to the report he had carried out for ILEA.

Parent governors themselves would not necessarily make parents more involved with their children's education. The real object was to get through to the "ordinary mums and dads" who were not concerned about running a school.

Afterwards Mr Brian Sams, Conservative chairman of Bexley l.e.a., told Dr Hargreaves that if he was working for Bexley he would have given him the sack.

Dr Hargreaves told *The TES* this week that he had been addressing the conference as the former chairman of the committee, and not in his ILEA role.

Pictures: Doug Hall

Rethink on parental involvement urged

The Green Paper *Parental Influence at School* was unanimously condemned as an erosion of l.e.a.s' rights and responsibilities and based on unproven assumptions.

When local authority leaders discuss CLEA resolutions with the Secretary of State they will urge him to reconsider his proposals for greater parental involvement in school governing bodies.

Mrs Mavis Peart, education chairman of Conservative-controlled Sutton, drew applause when she said the Education Secretary should be told to throw the Green Paper in the nearest waste paper bin.

Mrs Ruth Gee, Inner London Education Authority deputy leader, said it

The Green Paper

was vital to break down the barriers between school and parents. But the Green Paper was a "misconceived and ill-thought out attempt to buy a kind of token parental support.

"If we reduce the local authority input into governing bodies, we are reducing our accountability to the schools we control."

Mr Jack Morrish, education chairman of Northamptonshire, said the Paper was "wrong on the composition of governing bodies, wrong on many aspects of their powers, and wrong on school appointments."

Sir Keith Joseph announces autumn initiatives

National curriculum step nearer

Progress towards a national curriculum will take a major step forward in the autumn with a series of reports and discussion documents, Sir Keith Joseph told the conference.

The Education Secretary announced that a "massive amount of information" would come out of the DES about the curriculum in the next few months.

It would include "our own tentative proposals on what a national curriculum might be like" for discussion by all the partners in the education service.

Among the forthcoming papers are HMI discussion papers on the primary curriculum and the 11 to 16 curriculum. An HMI paper on the objectives of English teaching is to be published in the autumn.

A statement on objectives in maths teaching will be issued before the end of the year, Sir Keith said, and objectives for science and foreign language teaching would be issued in due course after consultations.

Sir Keith also hoped to publish a discussion paper on the 5 to 16 curriculum. HMI reports on the best work done in primary schools, and the replies from l.e.a.s to the Department's circular 8/83 on curricular objectives.

"The intention is to finish up with a series of policy statements broadly covering the whole curriculum, including those elements which run right through it, and prepared after full consideration within and outside the education service."

But Sir Keith said the exercise was not intended to lead to a national syllabus. "The construction of syllabuses is a professional matter, to be left to those competent to undertake it. By the same token, it falls to teachers to translate syllabuses into schemes of work and programmes to suit the needs of individual pupils.

"What the exercise should lead to is a framework . . . within which the professional activities of teachers, including their choice of teaching approaches and teaching methods, can be worked out and then evaluated within the school."

Sir Keith compared the construction of national curricular objectives with that of building a motorway interchange, with four roads weaving in and out.

The four roads were: to establish the objectives of learning at school; to establish the objectives of the main elements of the curriculum; to agree on the 5–16 curriculum; and to establish attainment targets at 11 and 16.

While the four paths were being made, the structure would be incomplete and difficult to visualize as the "complex and harmonious whole" it would eventually become.

Sir Keith said that although there was controversy over the content and objectives of the curriculum, he believed there were four areas of common ground.

Education, he said, should go beyond traditional school subjects to personal and social values. Skills, whether intellectual or practical, should be based on learned facts.

Teaching should be organized by subject although in some cases subject boundaries might be imprecise. Teachers in specialist subjects needed relevant specialist qualifications and experience.

Work on the various roads to a common curriculum should be a joint effort by all the partners in the education service, including l.e.a.s, and it was advanced to different degrees along different paths.

On teacher assessment, Sir Keith said his programme for raising standards in schools called for a "substantial professional development among teachers." But he denied that he wanted to sack teachers.

He concluded: "The press will say – yet again – that I want to sack teachers. I do not. I want to improve teaching and that must mean helping every teacher to teach more effectively.

"But I do not close my eyes to the fact that there are some who are or have become individually weak in professional terms or otherwise unsuitable for teaching. They must not be allowed to remain in our schools."

Sir Keith . . . flow of papers and discussion documents

CLEA 84 Conference reports from Newcastle by Mike Durham

Read all about it . . . a delegate keeps up to date with *The TES*.

Sir Keith accused of breaking trust

Sir Keith Joseph, the Education Secretary, was accused of "betraying" local education authorities despite promises of partnership made a year ago.

Relations between local and central government, the conference heard, were at their lowest ebb for almost as long as anyone could remember.

The conference resolved to seek an urgent meeting with Sir Keith to protest at the Government's "betrayal of trust" over its promised partnership in running the education service.

Mr John Pearman, the education chairman of Wakefield, who is also deputy chairman of the Association of Metropolitan Authorities education committee, said the "constitutional crisis" over who runs the education service had worsened in the last year.

A year ago Sir Keith had promised a new partnership. "But at the very time he was preaching partnership, he was instructing his civil servants to write the White Paper *Training for Jobs*."

This had sent reverberations across the education service from which it might never recover. He added that TVEI, Educational Support grants, Youth Training Schemes, the Green Paper on governing bodies, rate-capping and spending cuts had all added to the "betrayal".

Despite the Government's promises, Mr Pearman said, "we have seen more contractions in the education service over the last 12 months than any of us can remember."

Mrs Josie Farrington, Lancashire education chairman, said policy decisions were being made by Sir Keith out of "political prejudice" or because he thought he knew more than l.e.a.s about the service.

But l.e.a.s were still left with the responsibility to implement his decisions. "We have got to condemn what has been happening in the strongest possible terms. We must stand up and be counted."

Earlier, Mr Philip Merridale, Conservative education chairman of Hampshire, urged moderation in the l.e.a.s' approach to the Government.

Mr Merridale said that Sir Keith's record was disappointing, and constructive cooperation between local and central Government "could not be said to be made easier" by recent developments.

He went on: "There is a real danger that we may drift into a situation where Government intervention might make it virtually impossible to conduct a responsible and locally accountable education service."

But Mr Merridale said the authorities could make their view "abundantly clear" to Sir Keith without accusing him of betrayal. He suggested a meeting to "review the relationship" between local and national government.

"I'm a pragmatist. If we talk to the Government and bring to their attention our profound disquiet, we may get somewhere," he said.

But Mr Merridale's strategy was rejected after a close vote.

Mr Jeff White, Coventry education vice-chairman, said: "If we are soft on the Government, will they do the same to the education service as they are doing to the Metropolitan Authorities."

"We must take the gloves off. If we don't the Government will only bring in more legislation."

Mr Maurice Barton, Isle of Wight policy chairman, accused the Government of being "a Government of ideologues intent on wrecking the education service."

Spending targets and penalties attacked

Government policy on spending targets and rate-capping were condemned as an attack of l.e.a.s' ability to provide a sound education service and an affront to local democracy.

In a series of motions on local government spending powers, the conference expressed "grave concern" at the Government's system of targets and penalties. It agreed that the system weakened l.e.a.s' ability to provide "even an adequate standard of service" to young people.

Rate-capping would damage the relationship between central and local government and undermine public faith in democracy. Local authorities would no longer be able to fulfill their statutory obligations.

Mr Roy Jewell, mid-Glamorgan' vice chairman of education, said his was a socially-deprived area which should be spending more on education. Instead it was spending less. "For the children, it's only one chance."

Mr Mike Bower Sheffield education chairman, claimed the scale of opposition to Government policy was unprecedented. But, he said: "People will be driven to reject our system of representative democracy if it is scorned in the way the Government itself is doing." Mrs Josie Farrington, leader of the Labour group on the Conservative-dominated Association of County Councils education committee, and chairman of Lancashire, said targets were "artificial, phoney and totally unrelated to the responsibilities and duties that local authorities have."

She alleged that the country could afford to spend more on education – "with one exception. It must not be provided publicly. If the people of Lancashire get together in small groups, build a new school themselves, enrich it from their own resources, then that's OK.

"It's only when the same thing is done with public money that it's wrong. It amounts to the same thing, it doesn't cost more, but it's wrong because it's public money."

Mr Peter Smith, Hounslow's education vice chairman, said that far from being lavish overspenders, local authorities were careful with their money – "and that can't always be said for central Government and its quangos, like the MSC."

Support for the Government's policy came from a handful of Conservative authorities. Mr Ronald Barden, Redbridge education vice chairman, said control of public expenditure was done for "sound financial reasons." It was the Government's duty, responsibility, and right.

Mrs Emily Blatch, leader of Cambridgeshire, claimed responsible authorities were suffering because of the inefficiency and political attitude of others. "We have paid the price for

Call for building funds

The conference strongly urged the Education Secretary to increase resources for building new schools.

Calling for greater capital building allocations, Mr Roy Jewell, Mid-Glamorgan education vice-chairman, said he wanted to ensure children were no longer taught in "buildings first erected in the reigns of Queen Victoria and Edward VII".

He said a third of Mid-Glamorgan's schools were built before 1903 and half before 1918. But with present resources the county could build only two new primary schools a year.

Mrs Josie Farrington, Lancashire education chairman, said schools were in a deplorable state. Without funds, closures and reorganizations could not take place. "It will continue to be impossible to plan sensibly for the future."

Only one authority spoke up in favour of maintaining old school buildings.

Mr Vincent Hudson, Kent education vice-chairman, said one county school built in 1647 was still in use. This was the result of "good husbandry".

Plea for pay rise aid

Education authorities called on the Government to help meet any extra cost to l.e.a.s of the teachers pay award which may result from arbitration.

In a motion which attracted the highest vote the conference called on Sir Keith Joseph to fund local authorities adequately to cover the cost.

Proposing, Mr Tom Egan, Manchester education committee member said the HMI reports on education provision painted a grim picture.

"Things are very serious and they are not going to be solved by the Secretary of State thinking he can accommodate the demand by telling l.e.a.s to sack teachers or make savings elsewhere," he said.

But some Conservative l.e.a.s opposed making the award. Mr Paul Clokie, Kingston's education chairman, said people were too ready to go on strike "at the drop of a hat" and Mrs Mavis Peart of Sutton said teachers could have accepted 4.5 per cent.

The management's handling of the pay negotiations and the Burnham pay negotiating structure both came under severe criticism.

The conference agreed to set up its own review of the Burnham structure and the rules of reference to arbitration, to make a case for reform to the education secretary in due course.

Mr Steve Byers, North Tyneside education chairman, said: "The present system hinders rather than helps the progress of negotiation." He said this year's pay round had been worsened by "provocative, negative and deeply insulting statements," by Sir Keith.

A Sheffield motion condemning the management side for not conceding arbitration at an earlier stage was carried.

Far from CLEA

David Lister takes a sideways look at the Newcastle debates

By Friday the normally hospitable and tolerant Geordies were becoming restless.

Earlier in the week signs had been dotted around the centre of Newcastle bearing the mysterious set of initials CLEA.

Apart from the fact that these signs, if painstakingly followed, invariably led you back to your starting point, they also provoked the understandable question among the locals: what is CLEA?

The answer given to them by passing education officers and councillors was simplicity itself. CLEA is an amalgam of AMA and ACC l.e.a.s meeting to discuss GCSE, CPVE, TVEI, MSC and YTS, modes A, B one, and, if time permitted, B two.

The coming of CLEA clearly wasn't going to compensate for the departure of Kevin Keegan.

But this particular annual conference of local council education committee members had been hailed as the most important for years. Would we see the Tory shires and Labour cities uniting against the Government's cavalier treatment in not consulting them over the *Training for Jobs* White Paper?

Things started well. At a rather splendid civic reception on the first evening Left and Right danced the Gay Gordons together and clapped along to a delightful rendition of local traditional songs.

Fortunately, the Geordie dialect was utterly incomprehensible to the London Left who might otherwise have been less than happy if they had realized the words they were cheering were: "Is she fit to be a wife" and "I'll take any girl in a storm."

But by next morning such unity as there had been was looking decidedly fragile. Conservative leader Philip Merridale was poignantly sitting in a row by himself – a situation explained by the fact that he was about to defend his handling of the teacher pay negotiations.

He also proposed a rather half-hearted condemnation of the deterioration in central and local government cooperation.

The counties' Labour spokeswoman, Josie Farrington, said that listening to Mr Merridale reminded her of the song *Windmills of Your Mind*. This was an allusion nobody understood to a song that nobody should be reminded of, most of us having spent years trying to forget it.

Cambridgeshire's Conservative council leader succeeded in reminding people of the song *We don't need no education* when she made a comparison between Somerset and Sheffield in a vain attempt to show that the latter spent too much. Sheffield's Mike Bower pointed out rather caustically that Somerset had, in fact, been castigated by HM Inspectorate for providing a less than satisfactory service.

Bob Crossman of the ILEA went further saying Mrs Blatch should read the 1944 Education Act, and promising her several times that she would be unable to sleep at night once she had.

Here he was probably wrong, as reading the 1944 Act is a good a way as any of getting to sleep.

Fortunately, help was at hand to paper over the growing cracks in inter-party unity. Conference was due to debate the Government Green Paper on *Parental Influence at School* which proposes dramatically increasing numbers of parent governors.

While opposition to Sir Keith stuck in the throats of some l.e.a.s, opposition to increasing the representation of parents came rather more easily. The motion to oppose the Green Paper was passed unanimously with men and women who had devoted their lives to making political judgments and drawing up manifestos holding up the horrendous spectre of parents making political judgments and drawing up manifestos.

On Friday the climax came – the debate on *Training for Jobs*. For some authorities the tension was too much. They left, presumably because they had trains to catch, and not as some cynics suggested because they did not wish DES officials to see them voting against the White Paper. In the event such a fear proved groundless as no vote was taken although the feeling of hostility from Labour and Tories was unmistakable.

How then would Sir Keith fare, facing such an unfriendly audience? Winning over hostile delegates is no easy task. The most successful exponent of the art must be Mrs Farrington. She was the ACC representative at the NUT conference at Easter right in the middle of pay negotiations, a somewhat schizophrenic position for a Labour stalwart. But she won over the teachers with her first three words: "Sisters and Brothers". A true touch of class.

The chances of Sir Keith beginning his speech in similar style was, however, remote. In the event he need not have worried too much.

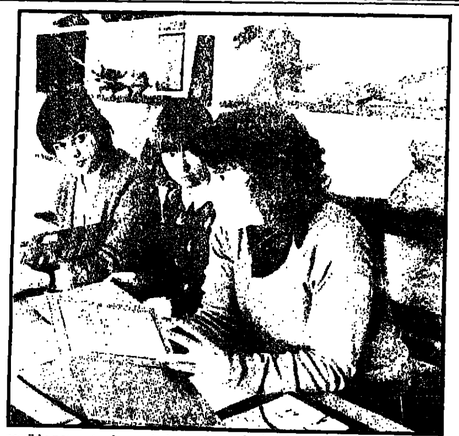
Just before his arrival, the conference had been treated to a recital of his virtues by a confessed admirer, Councillor Brian Sams from Bexley. When he told delegates that Sir Keith was a truly radical Education Secretary there was a shaking of heads in disbelief.

Sir Keith had had the guts to launch numerous radical initiatives – yet more shaking of heads. He would leave his mark on the education service.

Suddenly there was frantic and universal nodding in agreement. With this prophecy not one person dissented.

Bert Lodge explains why the newly-published HMI reports on teacher training should be seen as the latest in a long line of measures to improve its quality.

Still searching for the perfect formula



The first two Inspectors' reports that anybody can remember on teacher training institutions have slid out unobtrusively.

Chelmer (see below) and Kingston Polytechnic (June 29) had little to be ashamed of. We can be sure it was planned that way. The stark fact that Inspectors had started making systematic visits to teacher training plant and publishing what they found was enough to absorb for a start. But before the end of next month we shall know what was found at Bretton Hall, Rolle, Humberside and Middlesex Polytechnic. One at least is expected to make the education world realize the Inspectors have got their sleeves rolled up.

One pair of hands will be waiting with particular interest for a copy of those reports and all that follow. Dr William Taylor, former director of London University Institute of Education and now principal of the university, is to chair the newly-established Council for the Accreditation of Teacher Education.

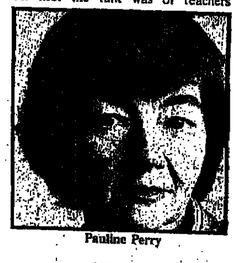
Within the next four years it has to scrutinize every one of the 100 or so courses currently offered in England and Wales. And Circular 3/84, issued in April, is unequivocal. The findings of HMI visits have to be considered "in all cases."

When the draft circular was issued last December the talk was of the council going into action in April but the membership has still not been announced although a secretariat has been established on the eleventh floor at Elizabeth House.

It seems Sir Keith Joseph may have slightly overestimated the importance of his council and started his invitations at too high a level. Could the Master of an Oxford College be expected to devote four or five days a month to such a diversion? Hopes are now pinned on favourable replies from merchant bankers, more prestigious these days in the Minister's view as lay members of committees than the old reliable captains of industry.

Sporadic gestures to improve the quality of teacher education have occurred from time to time in the last 20 years. The two-year certificate course was lengthened to three; the BEd, the first professional degree, was introduced in the late 1960s; in 1970 unqualified teachers were dismissed from their jobs (without anybody bothering to find out how many personal tragedies that amounted to); pilot induction schemes were introduced in Northumberland and Merseyside; by 1974, graduates – who once upon a time rarely bothered with training – had to have passed the postgraduate certificate course before they could teach, except for maths and science specialists. And in 1981 O levels in maths and English were made compulsory admission requirements for teacher training. At last it has become virtually an all-graduate entry.

But the competitive element has been slow in coming. Years of teacher shortage forced admission tutors not to select but to accept. And teachers could only be sacked if they were guilty of misconduct. But in the last three years things have changed radically. At first the talk was of teachers possibly not up to the mark. Now it's courses.



Pauline Perry

The appointment of Sir Keith in 1981 coincided with another appointment at Elizabeth House, that of Mrs Pauline Perry, a youthful, energetic mother of four, as Chief Inspector for Teaching Training.

The new brooms fairly swept in. Documents began to tumble out of the DES, the hand of the Inspectorate recognizable in all of them, and with one thing in common. All hinted at a new rigour. By June, 1982, a consultative paper, "Qualified teacher status", baldly declared that primary schools needed more graduates but in degrees relevant to what juniors were taught. And to ensure this the Secretary of State might need to lay the law down on admission requirements, and subject content.

In December that year Mrs Perry told a conference of teacher trainers that a reform of the professional committees, responsible for courses at local level, was needed.

The intention to double the primary PGCE intake by 1985, announced a few months earlier, plus the stricter regulation of courses, strengthened the case for all teacher training institutions to be visited by Inspectors. But the desirability of this was made to look like an urgency in October, 1982 when *The new teacher in school* claimed to have found probationers who should never have been accepted for training in the first place. One in four of those visited in 300 schools were not good enough to be in the classroom, it suggested.

The stage was set for the publication five months later, in March, 1983 of the White Paper, *Teaching quality*, with its authoritative stamp: there would be criteria for teacher training courses to meet and a body to judge whether they did. The Advisory Committee on the Supply and Education of Teachers had meanwhile helpfully "advised" that the several professional committees referred to by Mrs Perry should be replaced by a single, national body. CATE now had a clear run in.

But there was a difficulty about looking critically at teacher training courses. While public sector colleges saw inspection as part of the system they were in – though they experienced little of it – the universities did not. "You'll never get in there," was how it was paraphrased to one Inspector. Custom decreed that HM Inspectors came into university departments only when they were invited and that not often. Initial approaches caused some alarm, particularly among members of the Universities Council for the Education of Teachers.

What was unthinkable to them was the idea of somebody standing over a university lecturer, watching him perform. A push to establish this right was made as far back as 1947 when the status of London University's Institute of Education was being established. If it meant Inspectors could walk in and watch staff teach this was a gross trespass on academic freedom, the university said, and it did not want the institute at all on those terms.

The (then) Ministry of Education compromised, the university senate accommodated, and finally both parties agreed that an Inspector could by agreement attend a class "for the purpose of elucidating any points that may have arisen in the course of his consultations with the university authorities *but not for the purpose of reporting on the work of an individual teacher of the university*" (our italics).

This agreement was reaffirmed in 1960, in what has since been known as the Concordat, between heads of university departments of education and the Ministry.

But it still left Inspectors hanging round the door, dependent upon the grace and favour of the department.

Then help came from another quarter. Informal approaches to a few vice-chancellors early in 1982 revealed an unexpected support for not merely allowing the Inspectors in but positively welcoming them. By June that year the Committee of Vice-chancellors and Principals were recommending that HMI be given the *duty* of appraising initial training courses and that the existing informal relations between the Inspectorate and university departments should not only be maintained but strengthened.

"Within six months of going to the VCs we were in," a senior Inspector said jubilantly. They were helped too by some schools of education nearly pleading for an inspection, so confident were they of the quality of their work. Nevertheless, one great difference remains: reports on university departments will not be published. It was as much as some vice-chancellors could accept that a written report go back to the head of the department. Perhaps the right to keep one important curtain closed is why the university departments are reported to be far less nervous about the arrival of the Inspectors than are the colleges.

All have some misgivings on the nature of the criteria by which they are to be judged. For instance, evidence of "recent successful teaching experience with the age range to which their courses are directed". The circular nirly suggests that "if some members of staff cannot satisfy this requirement the employing institution should provide them with opportunities to demonstrate their teaching effectiveness in schools, for example, by means of secondments to schools or schemes for tutor-schoolteacher exchanges".

A fine ideal. But what a challenge for the administrators of the respective colleges and schools, bearing in mind that research directed by Professor Gerald Bernbaum, of Leicester University, into the staffing of university PGCE courses showed that almost seven out of ten lecturers had not taught in a classroom since before 1970.

At the summer conference a fortnight ago of the Society of Education Officers, Miss Alison Shrubsole, retiring principal of Homerton College, Cambridge, and one of the country's most experienced teacher trainers, said the idea of tutor-teaching exchange was admirable – but too simplistic. "A lecturer could not just walk into a class and take over, any more than a primary school teacher could step into adult education."

The IT-INSET approach, pioneered by the Open University and now being promoted by Dr Pat Ashton, of Leicester University, (where student teachers, their tutors and class teachers all work together with the same class of children) suggests itself as one solution. Another is more limited tenure contracts among teacher trainers. That one will appeal to Sir Keith.

Serving staff should be trainers – NUT

Seconding teachers to the staff of teacher training colleges for a year at a time is proposed this week by the National Union of Teachers.

In a circular to members, the union welcomes Government proposals to involve serving teachers more in the selection and training of new teachers but says it can only be done if local authorities provide more teachers.

"It would be ironic if one of Sir Keith Joseph's more sensible suggestions foundered because of his crazy spending policies," Mr Fred Jarvis, NUT general secretary, said. "He surely won't penalize local authorities if they spend extra money to implement this idea."

Another proposal commended by the union is the possibility of dual appointments with a teacher spending half his time on normal school work and the other half supervising students on teaching practice.

To enable teachers to assist in the selection of students for training the union suggests that panels of teachers could be formed on an area basis.

Chelmer makes a favourable impression

by Mike Durham

In the second report to be published on a teacher training establishment, HM Inspectors make generally favourable comments about *Chelmer Institute of Higher Education* in Essex.

The Inspectors criticize the institute for limited emphasis on some areas of the curriculum in a BEd course launched two years ago. But they also find much to praise.

"The potential of the new course is encouraging and the enthusiasm and commitment of the staff augur well for its development," they conclude.

The institute, on a split-site, has the full-time equivalent of 2,800 students, with about 300 taking initial teacher training courses at Brentwood.

In 1979 the institute decided to run down its previous BEd course and introduce a new one validated by the Council for National Academic Awards. The course is designed for teaching in the 5 to 13 age range.

The old modular course linked to the University of London provided limited contact with schools, and a great emphasis on educational theory, the Inspectors say. They praise the new course for its close and frequent contact with schools.

Of the old course, which still has a period to run, the Inspectors say: "With such diffuse aims for the whole BEd course it is difficult to see how the institute can evaluate the success of the course for intending teachers."

There is praise from the Inspectorate for the well-organized resources unit, the system of pastoral care, and the overall commitment of college staff.

But the report condemns the art block as "poorly lit, unheating and inappropriate for the needs of the students".

The range of curriculum subjects in the new BEd course is too limited, the Inspectors say. They single out the lack of music, drama and history teaching. The college's almost complete lack of music training, they say, would be "a serious weakness in the repertoire of intending primary school teachers".

Nevertheless, the students now have regular and continuing contact with schools and children and are making profitable and valuable use of their experience, the inspectors conclude.

Chelmer: won the Inspectors' praise.

New monitor scheme: MSC sends in the clerks

Fifteen hundred civil servants are about to become the new inspectorate for the Youth Training Scheme. They will be given the key role in an ambitious new monitoring scheme which the Manpower Services Commission plans to introduce this autumn.

At stake is the whole future of the YTS, which Mr David Young, the Commission's chairman, has said will depend on learning how to improve its quality.

The 1,500 civil servants, all junior staff in MSC area offices, will assess the quality of all YTS schemes and monitor them regularly.

Until now most regular monitoring carried out by area offices has been aimed at ensuring that employers and other people running YTS projects stick to the financial and administrative rules.

But during the past year the MSC has built up small teams of programme assessors in each area, who are working under the guidance of training experts headed by Dr George Tolley, the former polytechnic director who heads the Commission's new quality control branch.

It is these programme assessors, about 20 of them in each area office, who will be used to carry out the monitoring. They will be expected to undertake an in-depth quality "audit" of each scheme initially, and work out with the people running it what needs to be improved. After this they will carry out three-monthly assessments.

The teams of assessors will be armed with details of the minimum criteria which the MSC has set for the scheme, and with written guidance on monitoring methods which the MSC will issue to them next month.

They will also be able to refer to a programme assessors' handbook.

Members of the Youth Training Board have welcomed the plan in principle. But some are finding it difficult to hide their doubts about the ability of the area teams to tackle the task without intensive training and more staff.

Dr George Tolley

They point out that most of the assessors are clerks with little or no experience of training or education, and that they will have up to 500 or 600 training places each to monitor.

And some of Dr Tolley's own colleagues agree with the YTB members that it will be a formidable task to equip all 1,500 to make the complex professional judgments involved in assessing the instructional quality of the schemes, particularly since the Commission has agreed that more attention needs to be paid to the opportunities for the personal development of trainees that the YTS provides.

The teams will be directed to concentrate initially on trying to get sponsors and managing agents to put right weaknesses of the kind which have led to widespread complaints about the YTS this year.

But by 1985-86 the Commission's officials hope that their routine monitoring will be part of a much more sophisticated system which will evaluate the effectiveness of schemes by establishing what samples of trainees have learned from them.

Infotech plea for graduates

by Biddy Passmore

John Butcher

More graduates are needed now to enable Britain to keep up in the information technology race – but industry itself will have to pay for them.

This is the message of the first report from the Government's committee of inquiry into skills shortages in information technology, chaired by Mr John Butcher, trade and industry junior minister.

It proposes a new partnership package between education and industry under which industry would offer both staff and equipment to schools, universities and polytechnics to help the education service respond more quickly to industrial change.

The report, published yesterday, says the committee of top industrialists and higher education representatives has no doubt there is already a clear shortfall of graduates with the required skills and that it will get worse – although it cannot give precise figures.

UK industry is growing at only 8 per cent, compared with a world average rate of 15 per cent, the committee points out. Shortage of manpower means this country is losing out. It cites evidence that vacancies are shooting up and quotes the Alvey Directorate's estimate that 5,000 additional graduates – mainly in electronic engineering and computer science – will be required by 1987-88.

Action is needed now to increase the number of first degree places in the right disciplines and the number of IT conversion courses for graduates and to expand the role of upgrading and updating courses, the report says.

But industry will have to play a major role in providing staff, equipment and accommodation in these very expensive areas because the education service has neither the money nor the resources to respond in time. (The Treasury is said to have refused to fund a large-scale scheme for boosting the number of engineering graduates.)

In higher education, industry has offered to supply top executives as visiting professors, boost the earnings of key academics through consultancy work, provide equipment on loan or as gifts and commission universities and polytechnics to supply courses on contract.

Surge in technology enrolment grinds to halt

The growth in enrolments on engineering and technology courses at England's polytechnics and colleges stopped last autumn.

Early figures from the Department of Education and Science show that the rapid rise in the Government's favourite subjects which occurred between 1979 and 1981 slowed in 1982 and has now come to a halt. The part-time intake to these subjects actually dropped by 2,000 last year.

First year enrolments on full-time and sandwich degrees courses in the public sector fell by 2 per cent, to 51,000, after rising steadily since 1979. This figure excludes teacher training, where the intake dropped by 8 per cent, to 12,000, continuing its long decline since the mid-1970s.

However, the first year intake to all types of advanced full-time and sandwich courses stayed the same at 100,000 and part-time first year enrolments rose by 1,000 to return to their 1982 level of 103,000.

Total enrolments on all types of advanced courses for all years increased by 10,000 to 394,000, as the high intakes of recent years worked their way through.

Enrolments on Advanced Further Education Courses – October 1983, DES statistical bulletin 8/84, available free from the department's Statistics Branch, Elizabeth House, York Road, London SE1 7PH (telephone: 01-928 9222 extension 2374).

Firms want cheaper course staffing

Employers negotiating the fees they will play colleges for Youth Training Scheme courses next year are criticizing them for raising the pay and status of the lecturers.

The firms are being encouraged to make this a bargaining point in confidential advice sent them by the Confederation of British Industry.

Employers in many parts of the country are still arguing with their local authorities as to how much they should pay for off-the-job training following the failure of the CBI and the local government associations to agree a national scale. The CBI wants employers to hold out for a 25 per cent discount on the full costs to the colleges, which would mean fees going up by less than 5 per cent – the amount by which the Government has raised its YTS grant to employers.

The CBI confidential guidance to the employers suggests a number of arguments they should use to beat down the price. The one which has most angered local authorities is that the cost of running the courses has been raised unnecessarily by a different "mix" in the grades of lecturers used for YTS work. The CBI alleges that this accounts for an 8.4 per cent increase in total course cost, and says that the colleges are wrong in using more full-time senior staff for YTS work. Instead, it says, more short-contract and casual staff should be used for YTS work, leaving the senior staff to traditional courses.

The CBI is also telling its members that they should insist on paying for only 30 hours teaching a week, and not the 33 hours which most authorities are likely to use for their costings. And coffee breaks and meals should be excluded from the time paid for, it says.

Reports to the CBI indicate that the rise over last year's charges being sought by local authorities ranges from the bare five per cent in Cambridgeshire to as much as 50 per cent in the case of some of the cities.

West Sussex is charging very little more for its classroom courses, but wants a big rise for workshop-based isntruction. But most of the settlements so far have been at around seven per cent, giving a flat rate of £16.50 per course hour.

Edited by Mark Jackson

NEWS

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENT

Mr Christopher Evers, head of West Hill Park, to be head of Cheam School, Berkshire, on the retirement of Mr and Mrs Michael Wheeler next summer.

ADMINISTRATIVE APPOINTMENTS

Mr David Dougan, director of Northern Arts, to be director of the Crafts Council

Dr Ann Oakley, the writer and sociologist, to be deputy director of the Thomas Coram Research Unit at the University of London Institute of Education. She will take up the appointment in January 1985.

Captain John Franklin to be Executive of the Fulbright Commission, to succeed Mr John Herrington, who is retiring in October.

PRIZEWINNERS

Kemplah Primary School, Cleveland, and St Mary's Primary School, County Down, are the winners of the Nature Trail Competition organized by the Young People's Trust for Endangered Species and BBC School Radio Nature programme. Each school was presented with a Kodak camera. Primary and middle schools wishing to take part in the 1985 competition should contact YPTES, 19 Quarry Street, Guildford, Surrey GU1 3EH.

Wellesley House in Broadstairs has won the Batsford Townsend Warner Prize in the inter-prep school history competition. Pupils of Gowerton School, Swansea, received 32 Gold Awards, 39 Silver Awards and 22 Bronze awards in the Duke of Edinburgh Award Scheme, 1984.

CONFERENCES...

August 30 – September 2
British Educational Research Association tenth anniversary conference at the University of Lancaster. The conference organizer is Professor Neville Bennett, Department of Educational Research, University of Lancaster, Dartmel College, Ballrigg, Lancaster LA1 4YL.

September 1–2
A residential conference in Durham on "Making our Future: Change in Women's Education". Workshop topics include health, community work, counselling, writing and self-development skills. Details from Eileen Aird, Organising Tutor in Women's Education, WEA Offices, 51 Grainger Street, Newcastle upon Tyne 1.

conference for school teachers, college and university lecturers, advisers and those working in education and law with an interest in developments in Islam at the Pollock Halls, Edinburgh. Fee, including accommodation and meals, £50. The conference is organized by the Lothian Regional Council in conjunction with the Government of Pakistan. Programme details and application forms from Bruce Wallace, Adviser in Religious Education, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

COURSES...

August 11–18
Swimming Teachers' Association courses for all the Association's Teaching Certificates will be held at West Midlands College, Walsall. A £50 per cent subsidy is offered by the STA Charitable Trust. For details write to STA, 1 Birmingham Road, West Bromwich, West Midlands.

School ski-ing
The English Ski Council has revised its Ski Course Organizer Scheme. Part I concentrates on organizational problems; part II on leadership problems. At the end of the course teachers should have the knowledge and experience to supervise pupils safely outside formal ski school times. For course details contact the English Ski Council, Bowles Outdoor Pursuits Centre, Eridge Green, Tunbridge Wells, TN3 9LW.

National Museum of Wales
Informal activities will be arranged for children aged 7 to 13 years from 10 am – 4 pm in the Main Building, Cathays Park, Cardiff until August 31. Question sheets based on permanent exhibits, drawing boards, stools and crayons will be available free of charge. Films dealing with natural science will be shown twice a day.

Rangers House
The Art of Limning – a course for children on Jacobean limners and painters at Rangers House, Blackheath from July 30 – August 3 for 7 to 10-year-olds; August 6–10 for all 11 to 15-year-olds and August 13–17 for all ages on the drama, music and dancing of the Tudor period. The course will culminate in a masque based on the life of the painter William Larkin, whose portraits are the theme of the course. Full details from Linda Adams, Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.

British Museum
A children's trail suitable for children aged 8 and above is based on the special display on the Ancient Olympic Games and will be available from the Front Hall Information Desk and in the exhibition, which features a model of Ancient Olympia and vases illustrating events at the Ancient Games. Other children's trails are available on Roman Britain, Egypt, India and China.

COMPETITIONS...

"Management Challenge" a competition for sixth-formers launched by the British Institute of Management and the Institute of Chartered Accountants will take place during the school year 1984–1985. It comprises a computer game designed to teach the fundamentals of running a successful business. Winners will be those who obtain the best company performance on completion of the game based on decisions reached during its various stages. The finals will take place next May. Details from BIM, Management House, Parker Street, London WC2.

RECENT PUBLICATIONS...

The British Journal of Sports History
The first volume of this quarterly publication devoted to the history of sport, recreation and leisure, includes articles on Sport, Social History and the Historian, Sport and the Sociologist 1890 – 1914 and a survey of Literature on the History of Sport in Britain. Individual annual subscriptions including postage £18 from The British Journal of Sports History, Frank Cass & Co. Ltd., Gainsborough House, 11 Gainsborough Road, London E11 1RS.

Links
The journal of the Links Association is published termly. The summer term issue contains 44 pages including articles on school-leaving, school links with abroad, art in the primary school, TVEI and the school curriculum and the National English Sharing Scheme. Details of the association, which aims to develop links within all sectors of education, and subscriptions to the magazine which costs £1 from Jean Carlisle, Glanwood, Corntown, nr Bridgend, Mid Glam.

Job Sharing in Schools
An account of a policy in practice in Sheffield by Margaret Angier. Copies of the report are available from the Department of Education Management, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield, price £2.50 including postage.

Savary resigns after shelving of schools Bill

FRANCE

Mary Follain on the background to the Cabinet reshuffle

Jean-Pierre Chevènement

France's new Education Minister is M Jean-Pierre Chevènement, the son of a primary school teacher, who resigned from a government post only a year ago.

M Chevènement held ministerial responsibility for research and technology, but fell out with the Government over industrial policy. A university high-flier, and author of a number of books on socialist politics, he is known as an authoritarian left-winger.

Unkind critics are saying that being given the education brief is the final blow to a political career which once promised great things.

His appointment is part of a Cabinet reshuffle precipitated by the resignation on July 13 of M Alain Savary, who had held the education portfolio since 1981.

M Savary's resignation followed a surprise television announcement by President Mitterrand that he was shelving the highly controversial private education Bill, known as "Savary's law". Its author, who has spent two and half years painstakingly concocting the Bill, learnt of the decision from his television set.

The President also announced his intention to hold a referendum on an amendment to the Constitution which would allow for referenda on civil liberties. His carefully-worded speech left viewers with the impression that a referendum on the schools Bill would follow. But this now seems unlikely.

Prime Minister M Pierre Mauroy is believed to have resigned earlier than planned in sympathy with M Savary – a Cabinet reshuffle was not expected to take place until September.

Presidential pussyfooting on a schools referendum and the surprise "referendum on the referendum" have been hailed by most of the French press as a brilliant political manoeuvre. It is seen as successfully deflating the right-wing opposition, which had become the champion of liberty in a revival of the 100-year-old schools' war between the sometimes fiercely anti-clerical socialists and the largely right-wing supporters of the predominantly Catholic private schools.

M Mitterrand has, for the time being at least, extricated himself from the thorny private schools' issue which the opposition has been exploiting to the full, and retrieved the title of defender of civil liberties.

M Savary, a skilled political negotiator and a former leader of the French Socialist Party until M Mitterrand took over from him in 1971, has struggled valiantly to reform the entire French educational system and to produce a private education Bill acceptable to both the Catholic private school hierarchy and his socialist colleagues.

No other single issue has aroused as much public opposition in M Mitterrand's entire presidency – not even massive lay-offs in the steel industry. He has dropped his election pledge to create a great "unified and secular" state education service but persevered with the private education Bill attempting to bring the two sectors closer together and to regulate existing anomalies in state contributions to private schools.

Only two months ago, after lengthy consultations with the private school hierarchy, M Savary seemed close to achieving a compromise Bill. But M Mauroy stepped in and incorporated amendments proposed by the socialist majority, rendering it unacceptable to the private schools' negotiators for whom the move was a "betrayal". Only the imminence of the European elections enabled President Mitterrand to dissuade M Savary from resigning immediately.

Stunned by a week of almost unprecedented political activity in mid-summer, the Right is wondering how it can say "no" to holding a referendum on the theme of liberty – a referendum in which a "yes" will be taken as a plebiscite for President Mitterrand.

On the other hand, a "no" could be the end of his presidency – as it was for De Gaulle in 1969.

Challenges to the Government: a cartoonist's view in *Le Monde*.

High-tech watchdogs

Some 180 delegates from 24 member countries took part in an OECD conference in Paris on new technology in education earlier this month to look at policy trends in the development and application of information technology. They also examined the impact of new technology on educational systems and the problem of software.

The proceedings began with a novel "tele conference" between M Alain Savary the-then French Education Minister, speaking in the conference hall, Mr David King, vice chairman of the council of ministers of education, who was in Canada, and Mr Kenneth Baker, minister of state for information technology, in London.

Mr Baker said that the emphasis in the UK was now on support learning and teaching across the curriculum and that teacher training was receiving special attention. The ever-increasing penetration of information technology into industry and commerce had, he said, spurred national plans to introduce new technology into training schemes for the workforce.

M Savary objected that it was not for industry to give orders to education. France, he said, was concentrating on the production of educational software. He believed the new technology could help under-privileged and immigrant children but warned against expecting too much: "Computer experts in our country are both the most enthusiastic and the most pessimistic."

Mr King admitted that "significant computer use in Canadian schools is only just beginning. We have to learn not just what technology can do for education but what we want it to do."

It was immediately apparent that member countries were at vastly different stages in the introduction of new technology into education and the laggards seemed anxious to make up for lost time. But Mr Ian Wilson, Under Secretary at the Scottish Education Department, remarked on the lack of discussion on how to pay for the new technology.

Dr Margaret Cox of Chelsea College said that the OECD could use its enormous resources to pass on information so that less advanced countries do not repeat the mistakes made by the pioneer countries.

"Most countries, for instance, are still thinking in terms of software specially written for each level but we believe that the same piece should be used across the curriculum, at all levels," she said.

Mr Rhys Gwyn, principal lecturer at Manchester Polytechnic, was almost alone in warning of the dangers of new information technology.

"We should be looking at the social implications – at the nasty, big mountains behind the hills we are talking about. We are told it will mean fewer jobs and a reassessment of the work ethic. If so, what is the function of education?"

Mr Joseph Weizenbaum, professor of computer science at Massachusetts Institute of Technology, argued that BASIC was "computer pornography" – too readily available and bad for the brain.

Mary Follain

£1bn schools plan drafted

A working group of India's Planning Commission, whose draft seventh five-year plan (1985–1990) is under discussion, has recommended an outlay of well over a billion pounds for secondary education during the period.

This is one of the highest allocations ever suggested for secondary education. About one-sixth of this sum, it suggests, should be used on increasing the vocational element of secondary education. The working group wants 7,000 schools around the country, 14 per cent of the total, to introduce vocational courses. It says that all new secondary schools at the plus two stage, the two years between high school and university known as junior college or higher secondary, should have such courses tailored to local employment needs.

It wants the federal government to fund the establishment of at least 400 schools a year, with provincial governments being asked to dip into their purses for the remaining 5,000, for which partial funding would be available.

It suggests setting up provincial vocational education boards on the lines of the federal body that exists. These boards will prepare and execute vocational schemes.

The working group believes that courses in agriculture, rural and cottage industry, home science, public health, secretarial training, and arts and crafts offer the best job opportunities and should be started in each district on major scales.

A. S. Abraham

Equal status for RC schools

CANADA

In a surprise move, Ontario's Premier, Mr William Davis, announced recently that the province's Roman Catholic schools are to be granted equal status and financing with state schools.

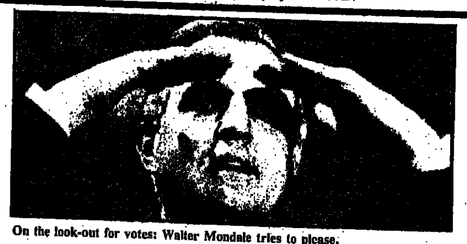
In 1970, when he was Education Minister, Mr Davis resisted strong pressure to take such a step and on becoming Premier fought and won an election in which full public financing for "separate" schools was a major issue.

Pressure from Catholic voters had continued, but there had been no sign of any change in government policy.

Catholic primary schools, which take pupils up to 13, have been funded on an equal basis for many years, and in the 1960s this aid was extended to grades nine and ten (when most students reach legal school-leaving age).

Ontario secondary schools continue up to 18, however, and the public-funded non-sectarian schools receive a larger grant for all their pupils going beyond grade nine. The new policy will gradually extend full funding to all grades in the Catholic schools, at a cost estimated at $45m in the next two years.

Teachers in the present publicly financed system were quick to condemn the move, quoting Mr Davis's own arguments from 1970 that such a move would greatly increase costs and divide society along religious lines.



On the look-out for votes: Walter Mondale tries to please.

Shaky stand by Democrats

Peter David looks at the education policy drawn up in San Francisco – its compromises and omissions

Delegates to the Democratic National Convention in San Francisco last week engineered a delicate last-minute compromise on "affirmative action" that avoided a clash between Mr Walter Mondale and the Reverend Jesse Jackson, but left the party's view on racial quotas in education bafflingly ambiguous.

While the party's original majority platform specifically repudiated the use of racial quotas in employment or education, Mr Jackson argued that a blunt rejection of quotas would be interpreted unfavourably by black groups who believe strong remedial action is justified to redress past discrimination.

In a late compromise, however, Mr Mondale's staff agreed to modify the platform to meet Mr Jackson's criticism. The new language makes no reference to quotas but calls for "affirmative action goals, timetables and other verifiable measures" to achieve racial integration in schools and jobs.

The wording therefore effectively glosses over the divisive issue of quotas, which have caused immense friction in some school districts where some senior white teachers have been made redundant while more junior black colleagues have been retained under court-ordered plans to improve the racial balance of the schools.

There is no ambiguity, however, in the Democratic platform's general stance on education or in its forthright rejection of the Reagan Administration's claim to have initiated a wave of unprecedented reforms in American secondary schools.

The Reagan Administration, the platform claims, "offers misleading homilies about the importance of education while aggressively slashing education programmes". What is needed, the Democrats maintain, is strong leadership and financial support at the federal level to enable states and districts to improve teaching standards.

If elected, the Democrats promise, they will restore all the Reagan Administration cuts in federal education programmes and create "a partnership for excellence among federal, state and local governments". The platform also promises an overhaul of vocational education and a programme of federal incentives to encourage schools to focus on maths, science, communications and computer literacy.

What is perhaps most interesting about the Democratic platform is what it omits. It contains no reference at all to the notion of merit pay for teachers, which has dominated the reform movement over the past year and is widely regarded as the most significant theme to have emerged from the Reagan Administration's National Commission on Excellence last year.

Although the platform emphasizes the need to attract the most talented young people into teaching, it carefully skirts the merit pay issue because of its unpopularity with the two major teaching unions, the National Education Association and the American Federation of Teachers. Both organizations fielded large delegations at the conference.

Also conspicuously absent is any reference to the apparently endless stream of reforms that has come in the wake of the national debate set off by the Reagan Administration a year ago.

The platform heavily criticizes the Administration for reducing federal grants for education, but makes no reference to the big increases voted in some states, including Texas, Tennessee and California.

Some indication of the extent of the changes can be gleaned from a few of the actions taken by state governments over the past six to eight weeks:

☐ In North Carolina last month, the state legislature approved a $235m (£187.5m) package of new education programmes, including $196m for a 15 per cent teachers' pay rise and funds for school computer laboratories.

☐ A special commission on the status of education in Maine, set up in the wake of the Reagan Administration's "Nation at Risk" report, has just released a report of its own with 22 reform recommendations, including raising starting pay for teachers from $10,600 to $15,000, stiffening the maths and science requirements for high school graduation and introducing a statewide testing system to monitor children's progress.

☐ In Georgia, a state school boards' association has called for an increase in starting teacher salaries to $14,300 introducing a "master teacher" scheme and starting compulsory all-day nursery schools.

What happens when the cane is put away for good

Sir – Few would quarrel with the section of the National Association of Head Teachers' memorandum quoted in the July 6 issue of *The TES* which points to the absurdity of a situation in which some school pupils can be caned because their parents approve or are indifferent, while others cannot be caned because their parents disapprove.

The logical, moral position for Mr John Rex, NAHT president, to adopt is that all teachers (including all headteachers) should stop hitting all children with sticks, with leather straps and with their hands all of the time. They should not wait till schools are better resourced; they should not point an accusatory finger at the inadequacies of parents; they should simply stop giving children the worst possible lesson for future life and refrain from hitting them.

Some of us haven't been hitting school children for years, Mr Rex. Some of us have never done it, but I understand that the withdrawal symptoms do wear off in time and even convinced beaters discover that their schools manage quite well without it. Isn't it about time that NAHT policy was changed? Or do your views actually represent NAHT policy? As a parent and as a teacher I would like to know.

JOHN RYDER
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Sparing the girls

Sir – Mr John Rex, National Association of Head Teachers' president, speaking of Government plans for parents to be allowed to veto corporal punishment to their children said "it is indefensible that one child should receive corporal punishment while another within the same school cannot be similarly punished for the same offence" and, of course, he is quite right.

There are doubts about whether such an unfair system would work. Unfortunately it would: a similar system has been working for years. In many schools a boy could be caned for truancy while a girl could not be caned for any offence, not even extreme violence.

In other schools a girl would have to be much more naughty than a boy to receive corporal punishment and often a girl's punishment is less undignified – across the hand instead of the bottom – or less painful – with a slipper instead of a cane.

It is therefore difficult to see how one more unfairness would make the system unworkable.

EMMA STEVENS
Manchester University

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Haringey's failure

Sir – As a resident in Haringey and head of English in an ILEA comprehensive in Stepney I have taken a keen interest in Haringey schools and their examination results. Mrs Nicole Harrison desperately defends herself by saying that HM Inspectorate are not comparing like with like, in their comparison of Haringey's results with a national sample, but my private analysis of Mrs Harrison's schools and my own English results may offer a more vivid snap-shot of her dreadful results.

In 1983, 99.3 per cent of the fifth year in my school were entered for O level or CSE English; no Haringey school comes nearer than 94 per cent and one even enters under 50 per cent of its fifth-year pupils for this basic qualification. The pass rate for English in my school in 1983 was 42 per cent, that is an A–C in Language or a CSE Grade 1. This rate again betters all the Haringey schools; indeed, in nine schools, fewer than 20 per cent of the fifth year achieved an O level or CSE Grade 1 in English.

This limited but specific comparison perhaps goes some way to show why the report was so blistering, why parents are so worried in Haringey.

DIANA BANNISTER
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Statistical indicator

Sir – Statistical Bulletin 16/83 from the DES dealt with "School Standards and Spending". A footnote to Table G referred to examination results "which i.e.a.s might expect to obtain on the basis of the relationships between academic attainment and the specified socio-economic factors".

The DES seemed then to be at pains to emphasize (a) that these were not "norms" and (b) that these were not symptomatic of any general trend of the DES to develop crude statistical judgments – facts to investigate, yes; indicators, perhaps; judgments, no.

I notice that the recent report of 400 HMI-days in the London borough of Haringey includes these statements: "Taking account of socio-economic factors, examination results in Haringey were below what might be expected (DES Statistical Bulletin 16/83)", and "external examination results were poor by national standards".

Do others see this development as interesting?

T M HINDS
Cambridgeshire Education Department
Shire Hall
Cambridge

Early admissions

Sir – I have followed the correspondence relating to the "rising-fives" with interest. Sarah Bayliss's article "Equality for the rising fives" (*TES*, June 8) certainly provoked thought about the issue.

When it was established as a county in 1974, Humberside inherited different policies in the four areas which made up the new authority, and we therefore had some children starting school at the age of four and others not starting until the term after their fifth birthday.

We are very conscious of the discriminatory effect of the policies but are even more conscious of the need to treat the very young as nursery children – recognizing that the needs of the four-year-old are not the same as those of the five-year-old.

We are still expanding nursery education but have also devised an early admissions scheme which, we hope, goes some way to solving the problem in some 16 of our primary schools. They have to satisfy the following criteria before admitting very young children:

☐ No school should operate an early admission policy unless a member of staff is qualified as a nursery teacher either by recent initial training or by a conversion course.

☐ The early admission policy should not deflect resources from the education of other children in the school.

☐ Existing nursery provision should not be put in jeopardy by any early admission arrangements in neighbouring schools.

☐ Schools under consideration should offer adequate and safe indoor and outdoor space for furniture, equipment and activities.

This is one way of bringing nursery experience to more children, in fact over 600 will have benefited by the end of this financial year, but it also protects those same children from the pressures of primary education.

VERONICA WILSON
Vice-Chairman
Education Committee
Humberside County Council

Maths preparation

Sir – May I commend to secondary mathematics teachers for their consideration – even for their holiday reading – the documents produced by the Scottish Examination Board in January this year relating to the Standard Grade in mathematics. In the context of proposed 16-plus reform and post-Cockcroft curriculum review, these papers give much food for thought.

Section 1, 2 and 3 of the document entitled "Arrangements in mathematics" provide an excellent framework for a head of department to review his departmental curriculum policy statement. The Cockcroft "flavour" of these sections cannot be coincidental. The subsequent sections on assessment, based on grade-related criteria, provide a tool for analysis hitherto unavailable to practising teachers.

The specimen question papers, at three levels, with appropriate criteria statements, grade points and test elements deserve attention. The Foundation level papers show how an effective assessment of pupils below the present CSE net can be achieved and again the affinity to Cockcroft's foundation list is remarkable. The General and Credit level papers may well throw some maths teachers into a state of apoplexy for in the rubric it is stated "good thinking is looked for as well as correct answers".

With its emphasis on problem solving and with universal calculator use, the Standard Grade in mathematics points to a fairly drastic shift from present practice in schools. Sadly most changes in the secondary school curriculum come about through changes in external examinations. If that is the case and if, hopefully, the Standard Grade is the shape of things to come, then it is time for all maths teachers to prepare.

PETER LACEY
Teacher adviser for mathematics
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Gateshead

Unpalatable truths

Sir – I cannot understand why someone like Mary Warnock, familiar as she presumably is with the integration issue, can write a piece like she did in the June 22 issue of *The TES* without at least some passing reference to views which she must have discussed *ad nauseam* with the members of her committee on special needs.

She fails to consider two key points. First, that placements in residential institutions are in many instances not made primarily with the child's interest in mind but as a result of pressures put on placement agencies by referring bodies. This somewhat cynical view would have been laughed out of a court a decade or two ago, but since then a growing body of sociological research has established that this alternative view has at least some basis in reality.

Second, that there is a huge gap between what such institutions would like to do and what they actually do, which often comes as a shock to the "benevolent humanitarians" in charge.

Of course, nobody would disagree that residential experience is inherently a bad thing or that it has not worked well for some. But this is not in dispute and it is certainly not where the argument is at. The point is that we, as realists of the 1980s, have a duty to state unpalatable truths about the whys and wherefores of policies ostensibly aimed at meeting children's needs but which have less the humanistic covert purposes. This is what we all have to face up to, why doesn't Mary Warnock?

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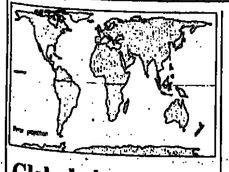

Global view

Sir – Controversy about the Peter Projection ("Stretched-earth map roundly criticized", July 13) seems to be becoming obsessional among geographers – but mercifully not geography teachers, who seem to welcome the Peter map as a valuable classroom resource.

As publishers of the only full-size wall map based on this projection we would argue that much more teaching value can be got out of an "alternative" map which challenges the accepted Euro-centric Mercator look of most atlases and textbooks. No map is correct, equal-area or not, but this one is at least the best new one to start children thinking about the way their world is seen by others.

JOHN MONTAGU
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Healthy eating

Sir – Dr John Brown, research officer for the Health Education Council, is quite right in being concerned that there should be no bias against healthy food in Home Economics examinations (*TES*, June 29). However, his fears that there is bias seem to be based on limited evidence relating, particularly, to the marking of practical examinations. I can speak only of the way in which the Home Economics chief examiners and myself work at the University of London GCE Board.

We do not mark individual dishes, as Dr Brown suggests. We mark the total test for a range of skills as relevant to a particular question. The ability to apply nutritional principles in a practical situation is one of the skills included in this range. Others include skills relating to management, organization and problem-solving as well as manipulative skills.

Our syllabuses are sufficiently flexible to accommodate change by means of the style of the questions. The chief examiners are highly qualified in both their subject and in education. Their approach is designed to show that health and enjoyment can be combined. They are well-informed about current thinking, and they had set questions on such matters as the reduction of fat and sugar in the diet before the NACNE report was published. Their professional integrity ensures that every effort is made to avoid conflicts between the theory and practical papers.

MARJORIE CAY
Moderator for O and A level Home Economics subjects
University of London GCE Board
1 Arundel Court
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Work permits

Sir – I would like to issue a mild warning to anyone contemplating working in Greece – particularly as an EFL teacher. It is of great importance that prospective teachers ensure that their future employers have obtained a work permit on their behalf *before* they begin working.

If such a precaution is not taken, a "permit-less" teacher may find him or herself in the rather bizarre situation that I experienced in Thessaloniki – that is, being accused of one's crime in front of one's students during a raid on the school by the Aliens Police, or, as happened to a colleague, ending up in a Greek prison for 24 hours.

All the indications are that Greek law (and its enforcement) in this area is to be tightened up in the coming year. I certainly have no argument with the Greek Government, and I realize how much better treated I was than immigrant workers are in the UK, but I simply want to emphasize that anyone intending to work in Greece needs to be aware of the need to guarantee his or her status as a legally employed foreigner before accepting a job.

PHILIP M GOSS
68 London Road
Horndean
Hants

Oxbridge entry

Sir – It is to be hoped that Mr David Young, chairman of the Manpower Services Commission (*TES*, July 13) cannot be serious when he suggests that Oxbridge should take candidates with BTEC qualifications in place of A levels. Such students would almost certainly fail the first year of their degree courses, unless they were exceptional.

Taking the vocational study area of electrical engineering as an example, it is generally accepted by lecturers with-in technical colleges that most BTEC Higher Certificates are not as rigorous academically as the Higher National Certificate courses they replaced, nor do they have the practical content of former City and Guilds of London Institute courses. There is no national standard for such BTEC Higher Certificates, since even college programmes with the same title have different content.

The Education Secretary should insist that a national, say 70 per cent, common-core curriculum for BTEC Higher Certificates should be produced if he intends to improve educational standards. At present, many students following the objective teaching methods of BTEC courses believe that they are being taught by rote. The suggestion that a BTEC student trained by such methods should even consider opting for Oxbridge methods of tuition is not realistic. Until BTEC standards are improved, university admissions tutors will prefer to take A level entrants.

JOHN SENIOR
16 Langdale Road
Birkenhead
Merseyside

Announcements

DAUNTSEY'S SCHOOL

The Chairman and Governors of Dauntsey's School, West Lavington, Near Devizes, Wiltshire are pleased to announce the appointment to Mr Christopher Raymond Evans, M.A., to the Headship of the School as from the beginning of the Autumn Term 1985. Mr Evans is Second Master at Taunton School, Taunton, Somerset where he has taught since 1968. He will succeed Mr Guy Kipp-Reynolds, M.A., J.P., L.R.A.M. who retires in August, 1985 after 16 years as Head of Dauntsey's School.
(0976)

FEATURES

SECONDS AWAY

Secondment can refresh the parts that other courses for teachers cannot reach. But Wendy Lynch talks to some who find it can also lead to a painful personal crisis or a broken marriage

Until recently secondment has been something of a minority pursuit. Relatively few places were made available by local authorities and the teachers who took advantage of them did so in order to develop their own specialist interest or a new skill.

But falling rolls have led to the need to reduce staffing in schools and for more flexibility in appointments. Local authorities have realized that secondment is one way to provide this since the Department of Education and Science will pay 75 per cent of the cost of the seconded teacher and the past few years have seen a sharp upsurge in the use of secondment by education authorities. Indeed, teachers in some areas are actively encouraged to seek it.

One authority I spoke to used to allow 20 secondments a year. Four years ago this was increased to 140. The number of teachers on one-year secondments in England and Wales in 1983 (2,036) was almost double that of 1977 (1,134).

As part of my own secondment at Bretton Hall College, I talked to 25 teachers who were either on or had recently completed secondment at a wide range of institutions. Additional perspectives came from heads, advisers and lecturers.

For many teachers, the year had been a most significant and exciting experience which had given them new skills, new ideas and wider insights. Additional qualifications provided a potential springboard to promotion, which in turn gave the scope and freedom to put new ideas into practice. One teacher, who had sought secondment as a way of escaping from the classroom, regained both the enthusiasm for his subject and for his profession as a result of his time out.

"Although I had very negative reasons for seeking secondment, it has turned out to be a very positive experience. From feeling that I was stuck in the same job in the same school for the rest of my life, I have gained the confidence to seek promotion. I am really looking forward to my new job and putting into practice all that I have learnt this year."

Another teacher reinforced this point. "Some of my teaching had been unsatisfactory. I'd got stale and actually on the wrong lines in some ways. I've got some new and exciting ideas to try out now".

It was clear that the mere fact of being on secondment, and therefore removed from the day to day pressures of the job, had an important value in itself.

'You make quite intense friendships and that has sometimes caused trouble'

"The release of tension is enormous" said one teacher. "You've got time to talk, to be together as a group of individuals and to learn from each other." Another teacher put it this way. "The pace and the hurly burly of classroom teaching never gives you a chance to think about basic issues. I feel I have gained as much from the breathing space I've been given as from the course itself."

This kind of response was common among the teachers, suggesting that when local authorities, advisers and heads are assessing the case for secondment, these intangible values should be given due weight, even though they are not always susceptible to precise cost-benefit analysis.

The obvious benefits of secondment, however, should not blind us to its potentially disruptive effects on the individuals involved. A period away from the classroom and the normal routine inevitably generates a whole series of reappraisals of both a professional and a personal nature. As a result of secondment, many teachers feel the need to seek a change of job or institution or even to leave teaching altogether. One teacher, who had completed a year's secondment and then moved on to a new job in education explained his behaviour as follows:

"Secondment was very valuable because it did give me a chance to stand back from the bell-ringing cut and thrust of daily schooling to ask a few questions and to answer a few too. It opened my eyes to other possibilities and gave me a totally new perspective on myself and my school."

This fundamental reappraisal can also have considerable impact on a teacher's personal relationships. Seconded teachers are often perceived by family and colleagues as having "a year off" while themselves are still locked into the mundane routine of daily life. Many teachers mentioned the initial difficulty they had in persuading their families that they weren't actually on holiday and that there was a need for them to study when they were at home during the day.

"I've had a very supportive family during my teaching years, but because I was suddenly only away from home for half the week, all the support dropped and I was expected to do everything."

Another teacher said: "My family thinks I am always available to do all the routine daily jobs as well as anything extra that would normally be kept for the week-end."

For some teachers the focus of interest shifted away from home. "It is often an anticlimax to go home after being at university, to have to face shopping and cooking. It's easy to get a distorted view of your partner and your family in such a situation. The glamour is all a bit one-sided."

Secondment very often creates a group of kindred spirits. Not only is there the link of being on the same course, but there is a deeper bond of having taken the same significant step for often similar reasons. A whole new social life is created, often removed from that of the teacher's own family. Predictable irritations and jealousies can arise from partners who feel isolated from an experience that the other is enjoying.

"I sense ripples of discontent when the family feels it has to take second place," said one teacher. The wife of a seconded teacher summarized her feelings as follows: "I know I should be pleased that my husband is so happy with life and the course but I can't avoid feeling that part of it is because I am not involved".

One lecturer said there were an inordinate number of domestic crises during secondments. "Do you in any way allow yourself to have domestic crises because you've got time for them?" he wondered.

"I finally decided to split up from my husband," one seconded teacher told me. "I met someone on the course I have previously known and had an affair."

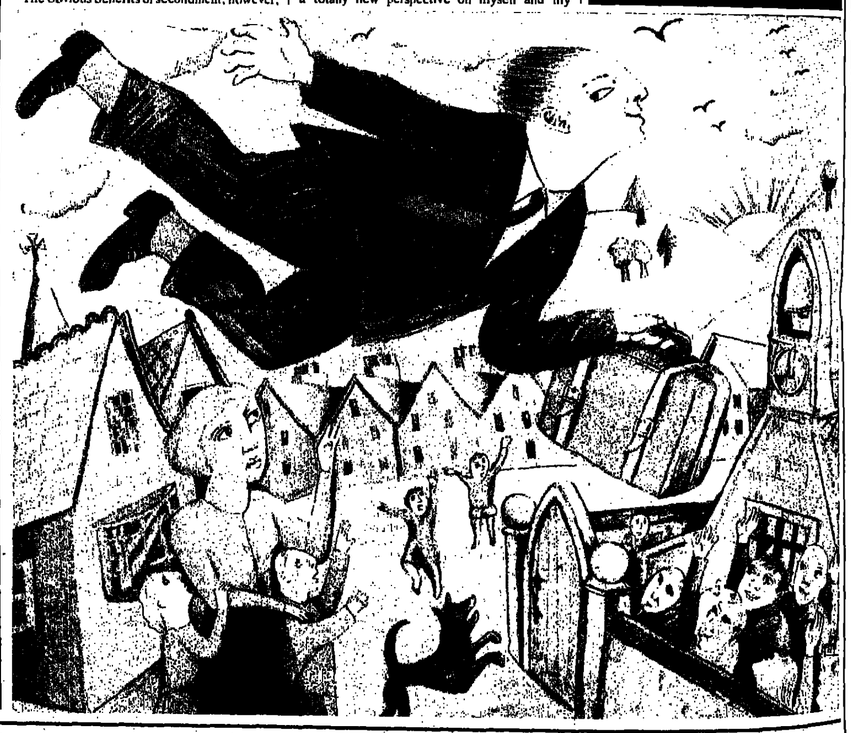
"During the year away the relationship split up," explained another. "I don't think it was really just because of that year . . . we were going that way anyway."

Refreshment, renewal and retraining can sometimes only be purchased at a price. That price is the fairly radical process of re-appraisal and reassessment that secondment generates.

If there are inherent weaknesses in the teacher's professional or personal life, secondment will subject them to intense scrutiny. As one teacher said, "a year like this puts everything under a microscope".

Wendy Lynch is acting head of English, Belle Vue Girl's School, Bradford.

'I decided to split up from my husband; I met someone else on the course and had an affair.'



Tooling up costs

Bryan Chapman calculates that the Government's much vaunted funds for in-service training will hardly scratch the surface

Much is made by government of its commitment to curriculum change through in-service education for teachers. The Microelectronics Education Programme, the British Schools Technology initiative, the Cockcroft proposals for Mathematics, are all examples of changes which are being encouraged by funds earmarked for INSET. It is therefore worth asking just how far these funds will really go towards achieving the aims of the initiatives they are expected to support.

Given the commitment of Sir Keith to professionalism then it must be assumed that he intends these monies to be used professionally. This implies that the employers of professionals provide INSET within the normal working day; that they provide professional cover for anyone undertaking further training and that the costing of the whole operation – including fees for the use of college premises, apparatus et al – should be costed realistically.

The fact that almost all of these conditions go by default in the vast majority of INSET activities currently on offer is a measure, on the one hand, of the goodwill or naivete of teachers – and to some extent teachers' unions, who accede to it – and on the other of the willingness or necessity for employers to exploit teachers if changes recognized as being important are to stand any chance of being implemented.

The cost of a day's in-service work for one teacher – teacher replacement, tuition fees, use of materials and plant – works out close to £100. This figure is by no means excessive. Training courses for other comparable professions are usually advertised at a figure of at least £100 a day, without taking into account any professional cover which has to be provided.

It is also necessary to consider how long an INSET course has to be to be effective. To deal with curriculum or management issues of any significance – and these are areas for which moneys are being earmarked – a six week course length seems to be the accepted norm [HMI courses for Heads of Maths and Science Departments are of this length]. It therefore follows that the true cost of such a course is around £3,000 per teacher.

If all Sir Keith's £21m were to be devoted to such courses then a mere 7,000 teachers could be professionally updated per annum. If one takes one curriculum area of particular concern – mathematics – then its share of £21m–£3.25m – would cover a mere 1,000 mathematics teachers.

Looked at another way the true cost of professionally initiating any major curriculum change is orders of magnitude greater than anything so far contemplated by the educational establishment. The Secondary Science Curriculum Review, the now orphan child of the Schools Council may well come up with proposals which will only be capable of proper implementation if all those expected to teach it, the science education teaching force, are allowed a one-term period of its equivalent in which to equip themselves for the new curriculum.

Leaving aside the logistic and staffing problems that such a programme of INSET would create, its true cost would be something like £200m. Not should we forget that in many other walks of life retraining of this magnitude is accompanied by regrading with consequential salary implications.

It is therefore clear that Sir Keith's much lauded £21m will go nowhere unless teachers are prepared to subsidize it, as many have done in the past, by undertaking INSET in their own time. Conversely if the true costs of INSET are as high as this, then a substantially greater investment in curriculum materials designed for use by pupils without the need for an expert intermediary would make economic and educational sense. Interactive cable networks, videodisc systems et al carry with them the prospect of introducing curriculum change "overnight". Should we be bold enough to invest in such systems, the need for curriculum based INSET might disappear. Just as much of the expense of the National Health Service results from our unwillingness to invest in prevention rather than cure, so much of our expense in education arises because of a preoccupation with teaching rather than learning. And it is by no means clear that in the information technology society of tomorrow, which is with us today, we are ready to make this investment.

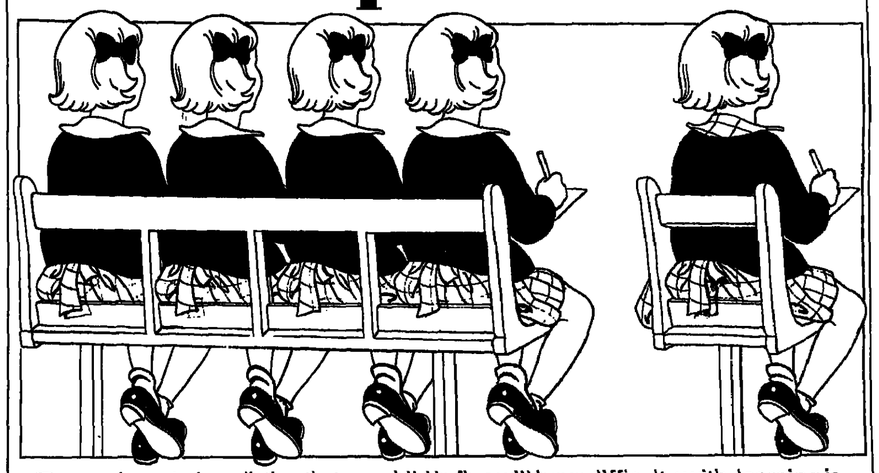
As the recent government report *Making a Business of Information* puts it: ". . . we suggest that educational establishments will come under increasing pressure from the sorts of developments that we have discussed in this report. Some commentators, having noted that technology has sometimes turned a service into a consumer good have speculated whether microelectronics could do the same for education. The parallels are, of course not exact – but video discs, home computers, etc, will provide parents with opportunities for the purchase of effective teaching aids in a way not previously open to them. We make no firm predictions, but note that educational institutions generally will need to make effective use of new technologies in order to maintain their position against competing sources of tuition."

Perhaps if we wait long enough even the £21m won't be necessary. Privatization will have done the job for us.

Bryan Chapman is a lecturer in the Centre for Studies in Science and Mathematics Education, University of Leeds.

FEATURES

You can't trust a special



The much quoted prediction that one child in five will have difficulty with learning is based on arbitrary distinctions, Caroline Gipps and Harvey Goldstein discover.

The 1981 Education Act is about as vague as it possibly could be in defining special needs; a child has them if he or she has "a significantly greater difficulty in learning than the majority of children of his (sic) age".

Among the guidelines for determining the number of children likely to fall into this group is the Warnock report. It concluded that one child in every five at some time and one child in every six at any one time will require special help and these figures are enshrined in Circular 8/81 to L.e.a.s which preceded the implementation of the Act.

Many local authorities are using this 20 per cent as the basis for providing special education. And given the wide currency of these figures, it is pertinent to examine where they came from and how they are justified.

Warnock drew on several sources of information which can be divided into two groups. First, there are studies like those carried out by Rutter on the Isle of Wight and an inner London borough which used IQ and reading tests, behavioural ratings and medical reports to determine the percentages of children with reading problems, psychiatric disorders, physical handicaps or other severe problems.

Then there was research like the National Child Development Study which counted the numbers of children receiving help and those whom teachers thought would benefit from it.

The Isle of Wight survey would seem to provide the securest kind of baseline because it uses measures from tests and rating scales rather than teacher estimates of need or percentages receiving special provision. The problem with the latter type of information is that the percentage of children in provision is a figure whose upper limit is determined by the amount of provision available and to some extent this will affect teachers' estimates of need. They are, therefore, somewhat arbitrary in comparison with percentages derived from measures of ability and attainment. But are these measures as objective as is often thought?

When scores are used to determine the number of children falling into a particular group or category, such as intellectual retardation, a decision has to be made as to the score which determines which children are allocated to the group in question. There are no absolute rules to determine these cut-off points; some arbitrariness is inevitable. As is often the way in such cases, investigators search for precedents. Rutter and his colleagues turned to Sir Cyril Burt for their cut-off score for intellectual retardation, the most extreme of their four groups with special needs. "There is no infallible guide where to draw the line, . . . However, following Burt an IQ of 70 has usually been found to be the most suitable place to draw the line", they say in, *Education, Health and Behaviour* (Longman 1970).

Burt himself had some interesting things to say about the arbitrary nature of cut-off points. Talking about the division between mental defectives and normals he suggested that the most natural cleavage between the two groups was the point at which the curve of distribution of intelligence for the two groups (normal and defective) intersect. "A notched stick snaps at its narrowest part," Burt wrote in 1921.

In London he claimed this to be about 2.8 standard deviations below the median score for normals. The actual point of demarcation used by certifying officers, however, "wavers like the unsteady needle of a compass; oscillating, for the most part, according to the personal views of each examiner, between –2.5 and –2.0 SD points . . . ". In order to avoid this dependence upon subjective judgments, Burt postulated that:

> "Mental deficiency must be treated as an *administrative* rather than as a psychological concept." (our emphasis)
> and:
> "For immediate practical purposes the only satisfactory definition of mental deficiency is a percentage definition based on the amount of existing accommodation."

As the special schools of London could accommodate only 1.5 per cent of the child population, this is where Burt advocated that the cut-off should be set. Burt found that 1.5 per cent of the population were those who fell below the level of –2.6 SD below the population median on the Stanford Binet test. This was equivalent to a mental ratio (that is IQ) of 69.4. So a cut-off of IQ 70 was used by Rutter et al, using the authority of Burt, who chose it because at the start of the 1920s London's special schools could cater for 1.5 per cent of the school population. What of the other measures used in the Isle of Wight survey? A second category, educational retardation, was determined by a reading comprehension or accuracy score on the Neale test of 28 months or more below chronological age. Burt (1950) was again cited as the reason for placing most emphasis on reading attainment when looking at educational retardation.

The choice of a 28 month deficit as the cut-off was again,

> "an arbitrary matter depending on the purposes of the investigation. For our purposes it was necessary to choose a point which would select children with a retardation in reading severe enough to have important educational implications . . . The 28 month cut-off point was chosen because all children achieving so poorly should have been identified by our screening methods" (group testing) "and because such severe retardation (which would be expected in only about five per cent of the school children) is likely to be a very considerable handicap in school". (Rutter et al, 1970)

Note the vagueness of phrases such as "important educational implications" and "likely to be a very considerable handicap", the only precision is the figure of 5 per cent.

Similarly 28 months below the reading level predicted from a child's age and IQ was the level used to identify specific reading retardation. So the 28 month deficit in reading, which was also one of the criteria in the London Borough study, was based on the supposition that a child with such a score would (a) be picked up by the screening, and (b) have a problem in school. It sounds reasonable, but remains arbitrary.

The reification of numerically defined classifications is widespread. For example, Wolfendale and Bryans report that the cut-off used with the Croydon Checklist was a tentative one, about which the authors were rather diffident, and the speed with which this was adopted as a definitive measure of later school failure was extremely disconcerting to them.

One further point in connexion with the Warnock recommendation is worth noting. The one in five and one in six figures are national averages and hence will vary from one part of the country to another depending on social, environmental and other factors associated with measured performance, as Rutter found in the inner London Borough which had twice the prevalence of the Isle of Wight.

Thus, for example, in county areas the 20 per cent will be an overestimate for that population, yet it may well be used as a baseline of provision to aim for, in order to argue for expansion of special needs services or perhaps the avoidance of expenditure cuts.

Burt acknowledged such variation between areas and it is fascinating that, while in 1921 he was grappling with the problems of definition, and the variations in provision in different areas, he suggested that many children with special needs could be catered for in ordinary schools "and so escape the unmerited stigma of mental deficiency."

It is interesting to compare also the definition of special needs in the 1981 Act ("a significantly greater difficulty in learning than the majority of children of his age") with the statutory definition condemned by Burt in 1921 ("incapable of receiving proper benefit from the instruction in the ordinary public elementary school"). Burt called it "too vague and indirect", and it is hard to see how it has been much improved upon.

Dr Caroline Gipps and Professor Harvey Goldstein both work at the University of London Institute of Education. Their current research includes a study of special needs cut-off points and their implications for schools and local authorities.

Breasting the waves

Frances Morrell, leader of the Inner London Education Authority tells Susan Thomas how she got out of teaching to change the system

Interviewers tend to describe the leader of the ILEA as daunting. Not, I think, because of her mind, her achievements or her presence, though all of them are, but because of her passion for life. It is a passion which embraces cats, dogs, family, politics, feminism, gardening, the working classes and the education of all London's children – and it does so with gloriously daunting, working class gusto.

She puts me in mind of one of those magnificent women on a seaside postcard, apple cheeked and beaming, breasting the waves with supreme confidence and a stripey bathing costume, while some timid admirer dips a fearful toe at the water's edge. It has often been thus in her career, I suspect, though whether the Whitehall mandarins knotted their handkerchiefs is another matter.

We met at her Islington home and promptly went out to lunch. She is a great talker, funny, articulate and forthright. She talked on the way to the pub, over beer and shepherd's pie till the landlord threw us out – "Come on girls, finish plotting the revolution somewhere else" – and in the splendour of her office at County Hall.

And through all the talk ran the dual threads of politics and the working class origins which she says, provided the motivating force for everything she's done.

She was born in Hull, the daughter of a factory worker and a midwife. A bright child, she was sent to the grammar school and destined for an office job. Until the school suggested university, an English degree and teaching. And so it came about. "At no point did I make a decision of any sort," she says, still unable to believe it. "I simply went to school and the system did the rest. When I

'We've expanded provision for the disadvantaged, the unemployed and the 16 to 19 year olds, maintained a clear, coherent, anti-racist policy and kept to our budget'

thought about it afterwards I thought – How did I get here? This is *my* life. And I was infuriated."

But by then eight years of teaching, in grammar school, secondary modern and technical ("sometimes with 45–50 in a class") had convinced her that the system was rotten anyway. "I was shocked by the institutionalized wastefulness, the way the grammar schools wrote off the bottom streams and the appalling lack of personal choice. It was a question of staying in teaching and trying to help working class children or recognizing that the system would frustrate the attempt and trying to improve the quality of education from outside."

To this end she tried freelance journalism, working for *The TES* among others. "They let me go to all these wonderful educational conferences. I know that might not be everybody's idea of excitement", she said catching the startled look on my face, "but it taught me a great deal and I enjoyed myself."

London in the Swinging Sixties must have given her, albeit belatedly, that breathing space between school and work which the upper classes take for granted and the working classes never dreamt of until unemployment descended on them. That time revitalized her and redirected her and after two years she was ready for something with more bite to it.

She found it in the role of press officer, first at the NUS, in the days when Jack Straw was president and student unrest the rule, then with the Fabian Society where Shawi Benn, Crossman and Co were producing major policy documents, and finally in the National Children's Bureau, where Mia Kellmer Pringle was completing *Birth to Seven* – "Research which graphically documented the handicaps of working class children."

"I had been a member of the Labour Party since '64", she said in answer to my question, "but I wasn't *involved*. I didn't know how to be." Now she knew. It had been a three year intensive political education, a sharpening of talent, an introduction to strategic thinking, to some of the most influential figures in the party and to survival skills. She gained confidence, resilience and contacts, and in 1975, only five years after leaving the classroom, joined Francis Cripps at the Department of Energy as senior political advisor to Tony Benn.

Now that was a pretty intimidating experience for a working class girl. "At first I was awestruck and then, as I found there *were* no dazzlingly clever mandarins, my working class deference dropped away."

The experience informed her, she says. It informed her about the obsessive secrecy of central (as opposed to local) government, about the practical difficulties of working motherhood and above all, about the "absolute, resolute, cold-heartedness and dislike of working people that you get in the upper regions of that aspect of the civil service and among top management and bankers.

"It was a chilling experience. I remember sitting on an industrial board with these extraordinarily well paid men . . . they were all men . . . arguing about the monopoly powers of the gas and electricity industry. They were saying things like 'We've got to stop all these single girls, unmarried women, having children and defaulting on their payments . . . We've got to disconnect them.' It was all amazingly Freudian. And there they were, censoriously moralizing on £30,000 or £40,000 a year." Nearly a decade on the experience can still move her to anger and it was at this point in the conversation that we were asked to leave the pub.

It may be some consolation to her to know that her time in Whitehall is still remembered with alarm by those same despised mandarins.

When Labour lost, Mrs Morrell heaved a sigh of relief and retiring to domesticity, became a Labour activist, co-founder of the Labour Co-ordinating Committee, executive member of the Womens' Action Committee and vice chair of the Campaign for Labour Party Democracy. By 1981 she was the ILEA and GLC member for Islington and Finsbury, and chair of the Schools Sub-committee. In April last year she was elected leader of the ILEA. She has this unerring knack of being where the action is hottest.

Happily her faith in human nature has been resuscitated at County Hall, she says. It seems there is a world of difference between the career civil servant in Whitehall and the officers of local government; between "those departments of central government where pressures from the private sector are the norm and inneefficiency and ignorance are concealed by the Official Secrets Act", and County Hall where the officers of local government are "people with a commitment to the community and decision making takes place in public committee".

Her passion, you see, extends to local government. Since she became leader, the ILEA has won a major victory in the battle for survival even while the GLC's fate hangs in the balance. It has also grasped the nettle of educational disadvantage in a way that no other l.e.a. has dared. What, I asked, did she consider were the authority's educational achievements?

She pondered and set the scene and told me. "At a time when the government is undertaking a strategic reversal of the '44 Education Act, we have set up three independent enquiries (into primary, secondary and special education) to help us identify our main educational objectives and (at the same time) launched a three pronged attack on underachievement – among ethnic minorities, working class children and girls.

"Hargreaves has clearly been very well received," she said with evident pleasure. "Soon the other two reports will be out and we're also coming up with the practical steps to implement the proposals.

"We've expanded provision for the disadvantaged, the unemployed and the 16–19-year-olds, maintained a clear, coherent, anti-racist policy and through all this," she said with heavy emphasis, "we've kept to our budget".

The galling thing is that so little of all this gets into the national press. While gossip columnists rabbit on about monstrous regiments of women running London's schools, about her daughter's car rides or choice of school, major educational innovations pass without comment. Though not by everyone, it must be said.

For prominent on her mantelpiece, a blackboard shaped greetings card poses the question, "How does the leader of the ILEA live down being praised by Sir Keith Joseph in the House of Commons?" Perhaps though it was faint praise and just a Tory plot to send her to another place.

And so at last, sitting in the distinctly male, magnificently wood panelled leader's office at County Hall, we got round to discussing the role of women in politics. For Mrs Morrell has evolved some interesting theories about women, political structure and the reason why our first woman Prime Minister is unable to forward the cause of equality.

"Mrs Thatcher's conduct of government has involved replacing the role of male dominance with a picture of female dominance – which is indeed not particularly pleasant," she said. "The fact that she shows contempt for her Cabinet colleagues obviously relates in part to her own personality but it also relates to the whole tradition of the Conservative Party by which power is handed down from above.

"The function of the leader is to take decisions and the function of the party is to support the leader, occasionally withholding assent. At this point the leader thinks again," she explained.

"Now this is a very male structure," she continued, "and it is difficult to imagine the liberation of women inside such a hierarchical arrangement.

"By contrast the organization of the Labour Party is collective . . . power comes from the rank and file . . . and delegates and representatives may only implement decisions after collective discussion. Now that is a wholly different structure and it empowers, though it does not ensure, the liberation of women in politics."

"I think that is a very important distinction – it shows what different structures determine. And, I think it is the explanation of Mrs Thatcher's leadership."

And Mrs Morrell's leadership? She enjoys a different style. She is; she admits, a broad based strategist, good at thinking on her feet, happy to leave the paperwork and details to the rest of the team, and above all, dedicated to collaborative decision making and alliances between the sexes which are based on independence, not exploitation and dependence.

Once, long ago, in the days before Whitehall, she stood for Parliament. Then, pregnant and inexperienced, she lost Chelmsford to Norman St John Stevas. Is she still politically ambitious, I asked. Of course, she said, but too involved in London to give it much thought at the moment.

So how does she see the future? Right now, she said firmly and finally, as a long holiday at the seaside. But it is only a short swim from County Hall to Westminster, and she is bound to put in some practice this summer.

And to think that this is the woman whose headmaster told her that she would never again have so much power as she did in charge of a classful of children.

Next Week: why Mary Whitehouse gave up the classroom to clean up TV

Review

A telling exchange

Marion Glastonbury on the work of Harold Rosen

"In the course of an evening," declared a friend of Harold Rosen, "he can toss off enough ideas to fill half a dozen books, and supply the momentum for years of research with a chance remark."

The enthusiasm generated among colleagues and students in the Department of the Teaching of English (Mother Tongue) at the University of London Institute of Education also infects those who have met the professor and former schoolmaster only in print. Arguments are infused with a sudden sense of urgency. Readers are struck by the personal relevance of public debate. A fresh start seems worth attempting even in hard times. So it was only to be expected that the recent two-day event to mark Harold Rosen's retirement should impress us as a launch rather than a valediction; not so much the end of an era; more a sort of stirrup-cup on the eve of several new departures.

The occasion was the seventeenth in a series of twice-yearly conferences on "Language in Inner City School" at which teachers and academics meet to consider the nature, aims, history and changing conditions of their work. This is a more unusual venture than it sounds. What could be more natural? Any pedagogic theory worth the name must be derived from observation, tested by practitioners, modified in the light of experience. Yet the impetus for inquiry seldom comes from below, starting with the pupils' needs and furthering the teacher's purposes. Such is the hierarchy of thinkers and doers in most orthodox institutions that wisdom is assumed to flow downwards, from Mount Olympus to the mute toilers at the chalk-face. The younger our pupils, the more impoverished our schools, the greater is reckoned to be our distance from the philosophic fount, and the less likely we are to be credited with understanding or consulted by truth-seekers about our jobs.

In rejecting this stultifying disparity of esteem Rosen has succeeded in mobilizing under-valued resources, so that his acknowledgment of debts to "innumerable people" is both a generous gesture and an undisputed fact. His example has established an informal network of autonomous collaborators, who decide which direction their investigations should take, devising projects, preparing materials and recording the responses of children whom they see regularly and know well. It is this shared expertise, familiarity with the social context and authentic contact with what is actually happening in classrooms that lend force to Rosen's advocacy of pioneering methods and to his passionate polemic against "superannuated gods", philistine apparatchiks, the latest Parisian styles of radical chic, and "those who would reduce us to hypnotized purveyors of technocratic idiocies".

"Neither Bleak House nor Liberty Hall" should represent the aspirations of English in the curriculum, according to Rosen's inaugural lecture on attaining his (specially designed) Chair in 1981. There is nothing intrinsically sentimental, unrealistic or impractical about the resolve to promote cooperation, creativity, spontaneity, growth. It has been, is being, tried. The divisions of a stratified profession get in the way, and so do other snobberies, social and intellectual. The prestige accorded to certain activities and forms of knowledge denigrates others, so that the learner brings to school a fragmented self, some parts deemed acceptable, some to be left outside.

Rosen has devoted much of his career to rescuing excluded elements from the scorn of the élite and the neglect of the Establishment. Twenty years ago, the requirement to write continuous prose as a feature of examinations needed defending against more easily marked grammatical tests. ("It's important not to be bored" insisted a plaintive appendix.) Later, "The Language Monitors" provided a scathing critique of assessment in the service of "scientific management". The importance of speech for language development had been abundantly demonstrated by material from 85 primary schools, collated by the late Connie Rosen. Nevertheless, the vital role of talking and listening in lessons was threatened by unenlightened interpretations of the Bullock Report. When we're not browbeaten by misleading statistics, educators are in danger of being seduced by flattering fallacies. One such was the notion that working-class infants are socialized into a "restricted code" at home. Hence the blame for any ensuing failure to thrive within the educational system could be laid squarely at the parents' encumbering door.

Whenever close attention has been paid to what children do with language (and, in many communities now, they negotiate more than one) unsuspected skills and subtleties are revealed in operations that are normally taken for granted. Such evidence may, of course, be disparaged as "anecdotal". Equally, stories that spring from the impulse toward narrative that Barbara Hardy has characterized as "a primary act of mind", are generally viewed with less favour than expository or analytical prose. We write "essays" instead of "compositions", once we've been urged to put away childish things.

The art of the raconteur, the science of narratology – "Sorry. Not our sort of word. See if you can think up a better one" – preoccupied speakers at the conference. Wayne C Booth, professor at Chicago University and author of the seminal *Rhetoric of Fiction*, wondered how society might give birth to better stories, and stressed their awesome power for good or ill. He and Harold Rosen have been friends since the end of the war, when both were recruited to furnish cultural diversion for American servicemen awaiting transportation out of Europe. Both came from families which valued education but hadn't had much of it, and these unprivileged origins left a common commitment to the democratization of knowledge, and a distrust of mandarin jargon and narrow definitions.

Both have been receptive to the challenge of feminism: a promising sign in senior scholars. Professor Booth attended a workshop which called upon participants to construct the script for "a woman's adventure". Discussions here and elsewhere on silences and stereotypes were a measure of the strides we have taken collectively since Professor Rosen first supervised Dale Spender's thesis on man-made language, protesting (it is alleged, perhaps apocryphally) "But you haven't mentioned class!" To which the candidate retorted: "How many doctorates mention gender?"

Harold Rosen's recent reflections on narrative – its ubiquity in human life, its low status, the ways in which it could be nurtured, the uses to which it might be put – have been set down in *Stories and Meanings*, a fascinating publication from the National Association for the Teaching of English. This combines domestic reminiscence with a critical survey of contemporary specialists – Bakhtin, Barthes and Genette – and concludes with a tragi-comic episode from Rosen's schooldays, shaped as a written discourse by previous delivery to a youthful audience at a Tottenham school (to whose English department Rosen is now connected by marriage).

The breadth and substance and energy of work inspired by Rosen's initiatives can be seen in the testimony of two dozen contributors (including three talented relatives) to *Changing English: Essays for Harold Rosen* edited by Margaret Meek and Jane Miller and published by Heinemann at £6.95. The strands of the book are as diverse and invigorating as the happenings at the conference, where students acted and peace-workers planned and Frankie Armstrong sang. Toddlers wandered round the exhibition of children's paintings, newly acquired chants and choruses from Africa, Asia and the Caribbean were hummed in corridors, and the bookstalls were supplemented with parcels of leaflets eagerly produced from hold-alls: "Let me show you what's come out of our literacy group."

High society

Pierre Watter on two celebrated diaries, now published in cheap and accessible form

Chips: The Diaries of Sir Henry Channon. Edited by R R James.
Penguin Lives & Letters £4.95. 0 14 057 003 9
Harold Nicolson: Diaries & Letters 1930 – 1964. Edited and condensed by S Olson.
Penguin Lives & Letters £4.95. 0 14 057 005 5

Nicolson, (left) and Channon

Though of the same generation and in more or less the same social milieu, two more different persons than Sir Harry Channon and Harold Nicolson it would be hard to find. For Channon, an Englishmen by adoption, without background or tradition, fashionable English "society" was the standard, the pattern, but only so far as it could be understood by one for whom appearances were all there was, to whom any more substantial guiding principle remained unknown. For Nicolson, a member of that society by birth and education, principle of some kind was the foundation of like, that which gave it the sense of having a value and purpose beyond the confines of "society". Inevitably, when they met (as they occasionally were bound to do), they found each other in many ways unpleasing; and their remarks about each other in their diaries are as revealing of themselves as of the other.

Channon's *Diaries* are those of a Europeanized American parvenu. Despite the editor's attempts to suggest otherwise, there is virtually not a single remark in these 25 years of comments that betrays the least feeling, concern, interest, for, with, in, anyone beyond Channon's little world of the rich, powerful, fashionable. Nor is there one memorable sentence or thought on any matter of substance.

Channon emerges from these pages as typical of those people Nicolson described as thinking "only of their own fortunes, which means hatred of the Reds" (and how rabid on this score Channon is!) something which "creates a perfectly artificial but at present (1938) most effective secret bond between ourselves and Hitler". One seeks in vain in these pages for any condemnation of the Nazi régime on grounds of principle, ideas, human values.

Indeed, Channon writes (1949): "I have come to the conclusion that I have no morals, no ideals, no principles whatsoever – except that of good manners ... One has a richer, more varied life, if one keeps up appearances and a code of distinguished manners." The *Diaries* are what one might expect of such a diarist, boring, uninteresting and irritating. Hazlitt described people of this kind as "... a set of men existing at all times, who can never arrive at a conception beyond the *still-life* of politics, and in the most critical circumstances and in the convulsion and agony of states, see only the violation of forms and etiquette".

Nicolson's *Diaries and Letters* are altogether different, those of a patrician in outlook and principle who tries to guide himself by them. This earned him a derisory comment from Channon: "... dear sentimental, hard-working, gentle Harold, who is always a victim of his loyalties. He refused to go through Germany because of Nazi rule "(Austria, 1938, just after Channon's weeks of hob-nobbing with the leading Nazis in Berlin).

One striking thing about these comments is their compassion and humanity. Hitler's annexation of Austria draws from Nicolson, inter alia, a condemnation of the Nazis for their denial of the human dignity of their victims, the occasion being a particularly nasty and mean instance of the persecution of Jews. Another is the circumstances that Nicolson can prevent his tastes from interfering with his principles, at least at times. He writes from South Africa, describing his shocked horror at the realities of apartheid ending, "You know I hate niggers ... But I do hate injustice more ... it is like Hitler all over again ... The pure police state ... "

The difference between Nicolson and Channon is aptly shown in their respective attitudes to gossip about their friends. Told by Pope-Hennessy that his diary was indescribably boring, Nicolson wrote, "I must try and render it less of an engagement book ... But no gossip. I do not think it right to record day by day the turpitude or sexual aberration of my friends ..." Channon, however, notes, ... The weaknesses of one's friends are more amusing to chronicle than their dignified conduct, which one takes for granted ..."

There is something tragic about the work, perhaps best expressed in a letter to Violet Bonham-Carter (1943). "Throughout my life ... I have been with people who ... did share, or at least understand, my values. We may have differed as to the relative values of such virtues as truth, beauty, tolerance, fairness, generosity, courage, faithfulness and taste. But the assumption has always been that these were desirable virtues possessing a certain absolute validity. We took it for granted that to these ethical values certain intellectual values should be added – intelligence, wit, humour, knowledge ... They were the accepted currency with which we interchanged ideas. Suddenly, I have found myself faced with a group of people who not only do not understand, but actually do not know, these weights and measures ... are honestly quite unaware of the standards which to us seem the axioms of life ..."

The *Diaries and Letters* are, perhaps, unwittingly something of a threnody to a world that has virtually disappeared. That alone makes them fascinating reading, even when there is disagreement with the opinions express and the actions taken. One may not accept Nicolson's notions of what the ethical and intellectual values enumerated consist in; but the mere fact of their having constituted a shared standard among a fairly large number of people is something that induces a certain nostalgia, now that these, however conceived, are rejected on many, and at times, conflicting and contradictory grounds.

Castro's revolution

Philip Jacobson on Central's six-part documentary

Cuba: 25 Years of Revolution.
Central Television. Thursdays 9.30 pm.

Consider these two faces of Cuba under Fidel Castro. Soon after the overthrow of the Somoza dictatorship in Nicaragua in 1979, a small army of Cuban doctors and teachers arrived to help put the shattered country back on its feet. They were some of the most impressive men and women I have ever met: dedicated, cheerful and hospitable, fantastically hardworking and intensely proud of representing Cuba's revolution in another Central American nation that had defeated a hateful regime shored up by Washington.

Then take the case of Ethiopia, where Cuba despatched thousands of its best troops to spearhead the efforts of the Soviet Union – still notably unsuccessful – to secure victory for its clients, the bloodstained Dergue, over the Eritrean secessionists. Castro had once thought so highly of the Eritrean cause that Cuba was actively backing the guerillas who have fought so bravely for so long to control their own destiny.

The blurb for Central Television's ambitious six-part series, *Cuba: 25 years of Revolution*, which started last night, says that the films examine the successes and failures of Castro's regime, but are more concerned with people than the politics. Fine, but how does one begin to separate the two in a state where the ubiquitus Committee for the Defence of the Revolution monitors everyday life relentlessly to ensure political conformity? Those Cubans slogging through the Nicaraguan outback were bringing something more than literacy and medical care to the *campesinos* – they were exporting Castro's revolution to another of Uncle Sam's backyards. Those tough professional soldiers were in Ethiopia because the Kremlin demanded a return on its enormous investment in sustaining its Marxist bridgehead just 90 miles off the coast of Florida (among many interesting snippets of information, Central tells us that the USSR is paying some seven times the free-market price for Cuban sugar, and also heavily subsidizes almost all of Castro's oil imports).

There were quite a few moments in the two Central programmes that I watched where a sharper, more rigorous approach to the subject would have paid off. A long sequence from a women's jail, interesting enough in itself, cried out for a follow-up interview on the subject of Castro's 3,000-plus political prisoners. Amnesty hasn't been allowed near them for years, but just the other day Sr. Jorge Valls was in London explaining what it was like to be a *plantado* – an inmate who refuses political rehabilitation. According to Valls, who had been an active opponent of the Batista regime before being imprisoned by Castro, plantados were singled out for the roughest treatment and routinely kept behind bars long after completing their mammoth sentences (Valls served 20 years for coming forward to defend a friend accused of having been a Batista informer).

We also had footage from a "secret" military camp – with British television cameras there? – where young Cubans are taught to defend their revolution (Castro likes to claim that 6 million people, about 60 per cent of the total population, are available to repulse any invasion from the US. Experience suggests that half-trained militia are fairly useless.). Perhaps Central asked the obvious, awkward question about defending the revolution against defenceless women and children in Eritrea – and got nowhere. It would have been helpful to know.

That said, there was much to admire in films I saw, above all the outstanding camera work of Peter Greenhalgh. The scenes from a psychiatric hospital were both moving and inspiring, leaving uncomfortable suspicions that few of our own institutions can be run as humanely. Health and literacy were among Castro's first priorities for Cuba, and the record in both sectors bears comparison with that of most developed nations. Even so, as Central points out, ordinary Cubans are not free to read what they like since the press is rigidly censored (cf Nicaragua, where La Prensa battles on to present the independent voice in the face of Sandinist hostility).

Viewers must decide whether they agree with Central's conclusion that 25 years on, most Cubans (and remember that over half the population were born since 1959) are happy enough under Castro. I certainly think so, despite the large number of refugees who have voted with their feet. As one man says to camera, "Fidel signified life to us, life at last". The series is probably correct, too, in asserting that Cuba's achievements represent "the exemplary model" for any other Third World countries striving to improve conditions for their people. Personally, I incline to the view of François Mitterrand, speaking of El Salvador: "The West would be better advised to help these people than to force them to remain under the jack-boot. When they cry out for help, I would like Castro not to be the only one to hear them."

Failed formula

Saturday Review
BBC2. Saturday Review to July 14.
Omnibus
BBC1. Sundays from June 24.

For three weeks, as the BBC arts baton passed from one to the other, it was possible to watch *Saturday Review* and *Omnibus* on successive evenings, so the invitation to compare them was unwisely issued by the Beeb itself. Television feels a responsibility to cover the arts and you would think that by now it would have understood something about the formula for presenting such programmes. Any hopes raised by *Saturday Review* have sunk under the dead weight of *Omnibus*.

Handcuffed together, the two halves of the programme struggle in opposite directions and get nowhere. Muzak competes with modern dance (July 15), Haydn with George Abbott (June 24). When a link is made, it is so grotesquely contrived that you search for some hidden significance: surely there is more to Whistler plus Jim Parker than *just* an American in London and a Londoner in New York (July 8)? Is there some subterranean bond between the landscapes of Wharfedale and those of Paul Muldoon's poetry? No, there isn't; only Humphrey Burton, wringing his hands and demonstrating that a Haydn mass can be approached with no less reverence than a Broadway producer of musicals. No wonder he seems to imply that he has been hired as the cement between these lumps and that otherwise they are nothing to do with him.

Despite having no taste of its own, *Omnibus* manages to suggest a patronizing attitude to popular tastes and possibly a confusion of commercial exploitation with genuine popular art. *Saturday Review* also seemed to think it was doing its bit by popular culture when it threw in an item on Bob Dylan or *Indiana Jones* or songwriting among the travel writers and the exhibitions at the Tate. The difference is that while *Omnibus* needed half an hour for its Homage to Muzak, *Saturday Review* did the rise and fall of the airbrush in 10 minutes or less. Its magazine formula let it get out quick and left space for oddities, like Luis Palau's evangelical mission (June 16), without inflating them to events of major cultural significance.

There has been little to quicken the pulse in either series: anyway, most people who want the experiences of poetry, music or painting don't ask the box for them. The deadening of the spirits that comes from watching a private view at the Devonshire Arms Hotel (*Omnibus*, July 22), on the other hand, can be got almost anywhere. At least *Saturday Review* offered news and critical assessment, with continuity skilfully provided by its presenters, Russell Davies and Minette Marrin, and studio guests who were ready to express their opinions. When Christopher Ricks supported his criticism of Simon Gray's *A Common Pursuit* from an inside knowledge of literary journalism and publishing, he was not just making muzak.

Robin Buss

Landing on their feet

Penny back

When MGM bought the film rights to Dennis Potter's Pennies from Heaven it was on condition that the BBC withdraw the six-part television series of the work from circulation. With MGM's blessing that original series is to be given its first public showing since 1979 at the National Film Theatre on August 12. It will be interesting to see whether the work's main, and oft-repeated, artistic gimmick – of actors breaking off to mime hits of the Thirties – will pall when the work is seen in an eight-hour block. I suspect it will.

The all-day Pennies from Heaven launches a short season of television drama at the NFT which will run until the end of August. Its selector is Keith Trodd, the celebrated producer of about half of them. With the BBC's policy of broadcasting plays twice at most (and sometimes, as with the Trodd-Potter Brimstone and Treacle, not at all) any chance to see "significant" television works like Stephen Poliakoff's Bloody Kids (directed by Stephen Frears) or Jim Allen's United Kingdom (directed by Roland Joffé) is to be welcomed.

Lynne Truss

July: time for dance academies to present their annual students' shows. Ballet Rambert School and London Contemporary Dance School, overlapping, both presented work specially choreographed for them by visiting artists as well as ballets by students.

Rambert student Sara Matthew's opening piece, *Sanctus*, a Grahamesque pas de six, demonstrated her dancers' delight in dancing: excellent musicality, good line, supple footwork, steady turns, strong jumps. Anthony Taylor's classical *Dvorák's Studies* had first and second year students scrambling to keep up in difficult musical passages making them appear uncertain, even clumsy. Ross McKim's *Two Shades of Blue and One of Rosy* showed they could act with emotion, dance with amazing fluidity and precision; Elaine Tyler-Hall's *Counterpoint* showed excellent partnering; Christopher Bruce's *Dancing Day* demonstrated his dancers' technical prowess, emotional power, musical sensitivity and stage-presence. Second year Raymond Stevenson's ball-game for 12 men (*Super Bowl*) was a dazzling, funny finale.

Viola Farber's *Venom and Antidotes* also drew laughter closing London Contemporary Dance School's show. Parodying modern dance clichés, including grouping, lighting, aggression and angst, it had the dancers laughing with the audience: welcome relief from the solemn impassivity with which they danced the rest of the programme. Choreographic essays by third and fourth year students – *Sul Volo* (Christine Meldal), *Chiaro Oscuro* (Pablo Ventura), *Negative State* (Peter Purdy), *Under Moon* (Kim Brandstrup) – had technically expert young dancers exploring states of alienation, pain, despair, using tableaux plastique to punctuate action. If the dance vocabulary (thigh-slaps, floor-rolls) seemed repetitious, the savage intensity of *Negative State* underlined the dancers' power.

LCDS seems to repress in its students a natural delight in dancing, to dismiss the need to communicate that delight and share it with an audience. Rambert students take and give delight as though that was what dancing is about. It is.

John James

Instant radio

"Battleground" was the gentleman's word for it. Not surprisingly, considering the general subject of his war report, "it" was Radio 4. Much more noteworthy was the fact that the unlikely correspondent was no less a BBC mandarin than the scholarly and incisive Stephen Hearst, once controller of Radio 3 and now special adviser to the director general.

The light to which he was turning his analytical ear (in an article published earlier this month in the trade magazine *Broadcast*) is the one between instant and scripted radio. As he reported, "Instant broadcasting originates largely off the top of the head. Interviews and chats are its currency, cheapness and popularity its potent attractions. Scripted broadcasting requires the filter of written language to sift the dross before the remainder is let loose on the public". Mr Hearst went on to suggest that, while the former has conquered Radios 1 and 2 and Radio 3 remains a sanctury for the latter, it is Radio 4 where the territorial warfare is now being waged.

Such musings may well have been prompted by the fact that, long before the Thursday morning *Rollercoaster* experiment has come to the end of its run and been assessed, a similar mixture of freewheeling chat and what the BBC describes as featurettes, has replaced some perfectly good programmes in the "one hundred minutes" that lead up to the Sunday lunchtime news. In principle there is absolutely no reason why The Colour Supplement (as this "glossy new Sunday magazine" is called) should not work. It has worked before. Twenty years ago, in the very same slot, the North of England Home Service produced a stylish and witty anthology of well made short programmes under the banner title *Talkabout*. What is new about *The Colour Supplement* is its belief that nobody can concentrate for long on a given subject (resulting in superficiality) and its over-reliance on the live and unscripted.

Radio 4 is obviously aware of the dangers of instant broadcasting. Quite the funniest comedy show being broadcast anywhere at the moment is its Radio Active (Mondays 12.27, repeated Tuesdays 6.30). A parody of the archetypal local radio station, it savages the off-the-cuff interview ("Now, I've done a little research, just a little research . . ."), the poorly planned foreign link-up, and the dire phone-in. Presenters like its increasingly sour Mike Channel, the sublimely confident and ignorant Anne Dunbar and the wondrously incompetent Martin Brown attempt instant radio on many real stations. I cherish the lass I heard on my car radio having a brave stab at a live "down your way" type programme. Having asked the local lady of the manor to dedicate a record, she was totally floored when the lady declined on the grounds that she was not ordained.

In the care of broadcasters like Brian Redhead, John Timpson and Sue MacGregor (soon to join the *Today* programme), instant radio can be entertaining and informative and has a place on Radio 4. Reliance on personalities who are simply famous for being famous results not in pictures in the mind but merely aural wallpaper, broadcasting that has no other aim but to keep its audience half-listening.

David Self

Next week

Katya Watter on the under-appreciated historical strength of Georgette Heyer; Tom Corfe on social history; Literary competition

Bouncing Chekhov

Lunne Truss on 'Wild Honey'

Wild Honey. By Anton Chekhov. Translated and adapted by Michael Frayn.
Lyttelton Theatre.
Anton Chekhov. Devised and performed by Michael Pennington.
Comedy Theatre.
Chekhov: The Early Stories 1883–88. Chosen and translated by Patrick Miles and Harvey Pitcher.
Abacus £2.95. 0 349 12328 4.
Chekhov: The Duel and Other Stories. Translated by Ronald Wilks.
Penguin £2.95. 0 14 044415 7.
Chekhov: The Russian Master and Other Stories. Translated by Ronald Hingley.
Oxford Paperbacks £2.25. 0 19 281680 2.

"The only way to proceed, it seemed to me, was to regard the play as fatherless . . . and to adopt it – to treat it as if it were the rough draft of one of my own plays."

So writes Michael Frayn in the programme to *Wild Honey*, his adaptation of Chekhov's earliest known play, which is usually referred to as *Platonov*. Chekhov's text is very long (the length of his last three plays put together), unwieldy, uncertain in tone, and it has far too many characters. It also requires the appearance on stage of a fast-moving train for somebody to throw themselves under. Frayn has performed all the duties of an adoptive parent: he's provided the orphan with a name, instilled it with character, and sent it out into the world with every possible prospect for success. And, perhaps out of paternal indulgence, he's kept in the train.

Wild Honey is an extremely accomplished piece of theatre; it will shine in the National's repertory. Frayn has done an admirable job, not only in cutting so much out but in having the nerve to put so much in. His version has a sure comic tone, building from a more familiarly Chekhovian lightness in the first act to farce in the second and desperate dark comedy in the third. This isn't unfaithful to Chekhov's intentions or talents: there are elements of farce in *Platonov*, and Chekhov was to write several farces, or "vaudevilles", before the "great" plays.) Frayn has brought in stage business with guns, railway lines and rubles and has filled out – and made unambiguously likeable – most of the characters. He has also introduced ideas and images that, without parody, are convincingly Chekhovian. The brilliant first act in which the widowed Anna Petrovna draws her guests together is suffused by their excitement as they look forward to a firework display. Aptly symbolic of wild, bright but ephemeral pleasure, fireworks fit in with the play's pervading sense of cloudless summer evenings while also providing a spectacle for the end of the act. They are integral to the play, yet they are an invention of the "adaptor".

Until now, attention to *Platonov* has largely focused on how it prefigures themes and charter types of the later plays. Platonov himself, personifying wasted potential, (he is but a humble schoolmaster) was reworked for *Ivanov*. Anna Petrovna, a young widow on a heavily mortgaged estate, courted by local landowners, has something of Ranevskaya in *The Cherry Orchard*. Both characters, this production reveals, are more interesting for what they are than for what they become: Anna Petrovna, unhumiliated by Platonov's rejections of her, has a marvellous impassioned speech about being an educated woman with nothing to do, the anger in which makes her quite different from other Chekhovian ladies in the same position. But it is useful to make connexions, to see ideas emerging: such Chekhovian themes as lack of money, provincial boredom and desire to escape to town are all here (although Frayn has cut a character who yearns for Paris). John Gunter's sets, which use the full depth of the Lyttelton stage, are filled with waist-high grass suggesting the beauty but tedious vastness of the surrounding landscape.

Chekhov often brings out the best in actors. In Christopher Morahan's production there are some fine performances, particularly from Charlotte Cornwell and Ian McKellen, both of whom have real physical stage presence. McKellen's performance builds in comic stature as Platonov descends from his position as moral scourge of the assembly, through farcical indecision as he is propositioned by every woman in sight (he stands centre-stage, straddling a railway line and addresses heaven, "So this is happiness then. This is what it feels like.") to the neurotic helplessness of a wrecked, defeated man.

Meanwhile, in the Cottesloe Theatre, a very different Chekhovian performance can be seen. Michael Pennington, a dedicated student of Chekhov's life and work, has researched widely for the one-man show he performs. It is a more sombre Chekhov that we see: a dark night of a soul in rapid tubercular decline. It's an interesting and arresting evening, Pennington's great talent being to make every word count as he narrates the story "The Huntsman" or gives Chekhov's account of a conversation with a Siberian peasant. My only quibble is that he may confuse when he narrates the hallucinations from the story "The Black Monk" as though they were Chekhov's own experience.

What a summer for Chekhov, then. For those who rush out of Pennington's show longing to read the stories there are three new paperback collections. *Chekhov: the early stories* is readably translated and it presents a useful selection from the 500 or so stories Chekhov wrote before he was 28. It includes "The Huntsman" and, a favourite of mine, "Notes from the Journal of a Quick-Tempered Man". *The Duel and Other Stories* includes some tales of obsession, including "The Black Monk" and "Terror". *The Russian Master and Other Stories* is a less comfortable translation, but it offers such famous stories as "A Lady with a Dog", "Concerning Love" and the title story "The Russian Master". The text of *Wild Honey* is available from Methuen at £2.95.

Ian McKellan as Platonov

Sporting chance

Golden Girls.
RSC, The Other Place, Stratford Upon Avon.

The Word CINZANOSEIKOCANON, emblazoned on stadiums all over the world, is a sporting term. Roughly translated, it means money. Louise Page's new play at the Other Place takes sports sponsorship as its theme and investigates the compatibility of the social roles of woman and sportsperson. The show presents us with six women fighting (sometimes literally) for supremacy in a male-dominated world. Five are athletes in the multiracial Olympic relay team. The sixth, in a marvellously brittle performance by Polly James, is a marketing executive for a cosmetics firm. Intent on success for "her" athletics team, she carefully bends the rules on amateur athletic status. Her target is the boardroom, as much a male stronghold as the male 200 metre relay record which the Golden Girls are out to beat.

However, the girls' struggle mustn't compromise their femininity, because East German androgynous types don't sell shampoo. Similarly, commerce dictates an equal racial balance. All the girls and their trainer want to do is win. The resulting conflict produces a fascinating drama of lost hopes, pain, the fear of defeat and the exhilaration of victory. Characters are finely observed throughout: the irritating father-couch and his over-protected daughter; the black girl channelled into sport as "the only thing she was good at" (superbly portrayed by Josette Simon); the teacher athlete with a husband at home and a whole day of school ahead of each early morning training session, and her pupil-team mate, wide eyed and naive, running purely for the love of it.

Golden Girls is tightly directed by Barrie Kyle and played against Kit Surrey's clever minimalist set with breathtaking energy. The sweat (and the tears) are real enough. Only the intrusion of some unwieldy monologues interferes with the "will they or won't they win?" tension.

Nick Baker

lingo

As a dictionary editor I am constantly (agreeably) surprised at the widespread interest shown by my correspondents in word origins. Unfortunately, most of the suggestions offered turn out to be examples of "folk-etymology" and have to be tactfully rejected. Even with this background, however, I was taken aback by the collection of spurious etymologies suggested in a recent Lingo (*TES*, July 6).

Apple-pie (bed) does not come from the French *nappe pliée* – it goes back at least to the last quarter of the eighteenth century and is documented in Grose's *Dictionary of the Vulgar Tongue* (1785) and is there attributed (correctly) to its resemblance to "what is termed a turnover apple-pye".

Pal does not come from the French *pied-à-terre* but is a development of standard English *pad* in the sense of a padded cushion and, by metonymy and, hence, bed, going back to the early sixteenth century. It crossed the Atlantic apparently early this century and became specialized in the sense of a prostitute's "crib", then came to mean a room or apartment where drug addicts indulged, and finally any room or apartment of one's own.

Hocus-pocus almost certainly does not come from *hoc est corpus* but from a mock magic formula used by wandering students of the Middle Ages: *hax pax max Deus adimax*.

Willy-nilly does not come from Latin *volo, nolo* but from Old English *wile he, nyle he*, will he or will he not, via Middle English, *will I, nill I*.

Hoity-toity and its old variant *highty-tighty* do not come from French *haut toit* but are rhyming reduplicated forms (a common language happening) from the obsolete verb *to hoit* or to romp; ultimate origin obscure.

Nit-wit is most unlikely to have any connexion with Dutch *ik niet wiet. Nit* as a term of abuse is at least as old as Shakespeare and most authorities regard *nit-wit* as made up of this sense of *nit* + *wit*. My own guess is that it is an American combining of US slang *nit*, nothing (from a German variant of *nicht*) and *wit*: a "nothing-wit".

Booby is Latin *balbus* stammering, via Spanish *bobo*, which has the same two meanings as the English word. "Connexion with Old High German *buobe* (German *bube* boy, lad, knave) . . . seems to be impossible." (*Oxford Dictionary of English Etymology*).

The English meaning of *hoi polloi* does not reflect the classical Greek neutral sense of "majority" but its other, pejorative, sense of "the many, the common people".

Dozey-doe (more usually *do-si-do* or *do-se-do*) does come from *dos-à-dos*; and pansy from French *pensée*; but how? *Dos-à-dos* is a movement in a quadrille in which couples pass each other turned shoulder to turned shoulder, and as such became part of American square-dance calling. It came subsequently to be a slang expression for a non-boxing match in which the fighters danced round each other. The pansy is a traditional French symbol of remembrance (like "rosemary, that's for remembrance") and the early form of the name in French was *herbe de la pensée*.

W T McLeod

I wonder how many historians of education go to auction catalogues for education go to auction catalogues for their researches? They would do well anyhow to consult Sotheby's most recent offering, which includes the sale of the children's books and juvenalia in the Hannas Collection. Here are to be found many rarities which shed light on ideas about children's reading 200 years ago, and here too is listed Mrs Hannas's fabulous collection of jig-saw puzzles, many of which originated as aids to learning rather than simply as toys.

A touch of class

Love's Labour's Lost
Westminster School.
Courschorn Observed.
Dulwich College Preparatory School, Cranbrook, Kent.
Hamlyn.
Charnwood Youth Theatre, Loughborough.

Memories of John Barton's gold-tinted version perhaps, but I've always thought of *Love's Labour's Lost* as an autumnal play. In the open-air at Westminster School, however, it sat very well amid the lush greens of Ashburnham Garden, a little sanctuary literally in the shade of the Houses of Parliament.

A classy production (given the location, given the play, take the adjective in its widest sense), things started with the pop of a champagne cork but thereafter settled into more orthodox style. Unlike Barton, whose scarfed Berowne dominated scene after scene, director John Field got most mileage out of Costard, the simple swain (winningly hammed by Tom Hodgkinson). The court party, however, Hooray Henries in cricketing whites at the opening, gave good accounts of themselves. Properly languid, as the shadows lengthened and faint echoes of organ music came and went, they struck just the right note of undergraduate seriousness (with Rupert Everett look-alike Luc Alvarez as Longaville stealing entrance after entrance and heart after heart). And when Berowne read out the terms of the oath they swear – "Item, if any man shall be seen to talk with a woman within the term of three years, he shall endure such public shame . . ." – they prompted the thought that maybe *Love's Labour's Lost* is the ideal play for a boys' public school. Home late and happy, as Chips Channon used to note in his diary; the House still sitting.

Courschorn, I learn a few nights later, is a small Kentish manor house, the sort of place in the country Channon might well have looked at before he settled on Kelvedon Hall. The home of the Henley family for generations before passing into the ownership of the Earls of Cranbrook and others, at the beginning of the last war it was taken over by Dulwich College Preparatory School.

All this from *Courschorn Observed*, a jaunty holiday history of the place performed by all 65 of the DCPS final year leavers. Gorgeously costumed, it followed the development of the manor of Courschorn from the Bronze Age to the present, stopping off *à la 1066 And All That* for tableaux-scenes depicting the 1573 visit of Queen Elizabeth I, and the brouhaha of the Civil War (when the house was burnt down). The most effective scene was a Victorian soirée arranged in honour of one of the Cranbrooks. The recitations of Tennyson and Alfred Noyes are fun, but an exquisitely dreadful rendering of "Nearer and Dearer", sung deadpan by a diminutive Flavia Thornton, stole both the scene and the entire show. Written and produced by headmaster Robin Peverett, *Courschorn Observed* was ably held together by Phillip Smith and Victoria Walmsley as the lovers who appeared in every scene, stealing chaste kisses as cave-dwellers, courtiers, Victorian bounders and contemporary schoolchildren.

A new play by Snoo Wilson has to be an event, and worth the trip to Loughborough. (Pie on those London critics who moan about "trekking out to Hampstead"!) *Hamlyn* was – although Wilson's contribution was ironically the least remarkable feature of the evening.

Staged by the Charnwood Youth Theatre of Loughborough with the international cooperation of members of the Stuttgart-Frieburg Gymnasium, the play was a contemporary reevaluation of the Pied Piper legend. Set in a circus-ring it gave a kaleidoscopic – and, it must be said, confusing – version of the story, with the Piper himself (rechristened Andy Pandy Zeppelin by Mr Wilson) defending his actions in a court presided over by an eight-foot Bish. In truth he didn't get much of a word in, for the court was also peopled by a punk, some storybook rats, a witch, villagers, a troupe of the children the Piper led so far astray and the obligatory defence and prosecuting counsels who all mimed, mugged and danced their way through an intricate series of set pieces.

It was these, handled equally ably by the English and German members of the cast under the direction of Robert Staunton which made the production such an effective piece of theatre. Everyone knew what they were doing and how best to do it, whether it was juggling, delivering a tirade or forming the base of a human pyramid. I overheard one or two of the cast (and a rather larger number of the first night audience) confessing that they hadn't the faintest idea what the play was going on about and warmed to them immediately, but the evening was well worthwhile for the slick, faultless production. One of those rare occasions when the whole was decidedly less important than the sum of its parts.

Hugh David

Persuasive portrait

Charlotte Mew and Her Friends. By Penelope Fitzgerald.
Collins £12.95.
0 00 217008 6.

On March 28, 1928, Thomas Hardy's wife wrote to Siegfried Sassoon "Today I hear that poor, tragic little Charlotte Mew is dead" . . . A characteristic poem of Charlotte Mew's called "Smile Death" starts "Smile Death, see I smile as I come to you" and the penultimate line (placed in brackets) is "Show me your face, why the eyes are kind!" Yet her own death, self-administered, was not.

Virginia Woolf wrote to R C Trevelyan that she thought Charlotte Mew "very good . . . and unlike anyone else". Hardy called her "far and away the best living woman poet". Ezra Pound published her in *The Egoist*, and Edith Sitwell reviewed her first volume, *The Farmer's Bride*, favourably in the *Daily Herald*. What, then in the personality of this unusual and valued poet made her such a "tragic" figure? (She herself would have both hated and acknowledged the description).

After the first 16 pages, packed with preliminary Mew genealogy, Penelope Fitzgerald's compellingly readable biography comes to life and brings to life this complicated, frightened and self-destructive person. The term "friends" of the title can be taken broadly and one remembers them like characters in a play. But it isn't the entertaining galaxy of famous Bloomsbury personalities who are the key to the enigma. As one would have expected, it is the guardians of her early years who have left their inescapable imprint on her. Victorian Miss Goodman, the family housekeeper and nurse, instilled a sense of sin into the six year old Charlotte, a child born for joy. Even at that age Charlotte Mew's emotions were outsize, and her delight in the smell of roses and grass was now tinged with foreboding of retribution to come. The enjoyment of sensuality was definitely not allowed; the penalty was crucifixion, a theme that recurs in her poems and her stories.

At thirteen she developed an overwhelming passion for her headmistress, Miss Harrison, that was to last for three years. It transpired later that the lady was a lesbian. Miss Harrison taught her that "nothing is a luxury if it can be shared". When Charlotte Mew was 21 her eldest brother was put in an asylum. As insanity was held to be shameful, this had always to be kept secret. Her own awareness of it led her to the decision that she must never have children and therefore had no right to marry. It may have been part fear and part convenience as by now she was having to come to terms with her own lesbian instincts, or, as she put it, "my warring nature" – a difficult situation for an insecure lady of slender means who was terrified of the least breath of scandal. She was also terrified of being rejected.

When, in 1884, John Lane and Henry Harland started a new quarterly, *The Yellow Book*, it was Henry Harland, its editor, who published *Passed*, the first of Charlotte Mew's stories to be accepted. As with many of her works she wrote it in the maculine first person. She was now poised for success. Shy and introverted though she was, we are told she could also be witty and lively (mainly as a cover-up) and, usefully, she proved to be a very striking reader of her own verse. Miss Fitzgerald reconstructs her subject's encounters, some brief, some long, with many of the leading literary people of the era. Mrs Dawson Scott, the founder of P.E.N., launched the new poetess by inviting her to her poetry readings. She was also taken up by the novelist, May Sinclair, who hadn't bargained for the fact that Charlotte Mew would fall in love with her. The ridiculousness of the episode is part of Charlotte's tragedy.

As always, her private life continued to be full of problems, and certainly not all of them of her own making. Progress as a poet was also checkered mainly because she now refused to contribute to *The Yellow Book* for a curiously personal reason. But she found another publisher – the heroically generous Harold Munro who started the famous but ill-fated *Poetry Bookshop*. His assistant, Alida, who later became his wife in the name only, formed a genuine friendship with Charlotte Mew. I notice that the book's dedication is "In memory of THE POETRY BOOKSHOP". Alida Munro is one of the author's sources of information.

Anyone who is interested in Charlotte Mew should read this biography. And anyone who reads it can't fail to become interested in Charlotte Mew. Miss Fitzgerald has pieced together a persuasive portrait of the double-natured, self-torturing personality imprisoned inside this diffident and gentle woman. After reading it one realizes that no one but Charlotte Mew could have "tasted" jewels or said "my body is my soul". Her tragedy was that she was *of* her time; only her poetry was for the future.

Linette Purbi Perry

An interior world

Georg Trakl: A Profile. Edited by Frank Graziano, with an introduction by Michael Hamburger. Translations by Michael Hamburger, Robert Grenier, David Luke, Christopher Middleton, Siegfried Mandel and James Wright.
Carcanet £6.95. 0 85635 479 1.

This is a curious book about one of the most complex and ambiguous of modern poets. The "profile" consists of 43 of Trakl's lyrics, three prose poems, a selection of letters; intriguingly, an appendix offers alternative translations – made by James Wright – of five of the lyrics. Even the book's publishing history is unusual; nominally edited by Frank Graziano for an American edition, it is introduced here by an abridged version of Michael Hamburger's excellent, perceptive essay on Trakl taken from another Carcanet volume, Hamburger's collection *A Proliferation of Phrophets*.

Georg Trakl was born in Salzburg in 1887. He trained as a dispensing chemist, a career that added a dangerous proximity to what was already depressive alcoholism. By the beginning of the First World War he was addicted to opiates and increasingly suicidal. After the tragic battle of Grodek, Trakl found himself in charge of 90 seriously wounded men; outside the makeshift casualty station deserters were summarily hanged from the late-summer branches; one of the wounded was so deranged with pain that he shot himself through the head in Trakl's presence. Under the strain, the young man's mind gave way; less than three months later he died of an overdose of cocaine.

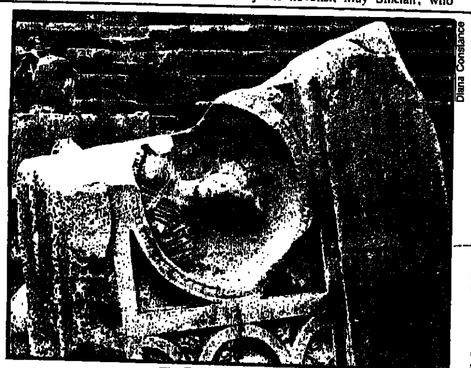
History is littered with similar lives and deaths. Trakl only stands out on the strength of the hundred or so lyric and prose poems written in the last two years of his life. His physical and mental resilience had been extraordinary and like the legendary Caspar Hauser, celebrated in one of his works, he seems to have increasingly inhabited an interior world of great purity and precision, far removed from the grim reality that surrounded him.

His poems are about nothing much more than themselves, almost impossible to analyse or meaningfully excerpt. His contemporary and fellow-poet Rainer Maria Rilke (who had shared with Trakl an anonymous dedication from the philosphor Ludwig Wittgenstein) saw Trakl's work as a liberation of the poetic essence, a work "that disproved that prejudice which judges all poetry only in terms of feeling and content".

Trakl has been called an Expressionist, an Existentialist, even an Imagist. Categories, like "interpretation", are futile with such a poet. Far more abstract than Rilke, Trakl's verse is closest to Hölderin, the "mad" German poet he is occasionally supposed to have plagiarized. He works with an astonishingly limited palette and may be one of the least verbally diverse of all modern poets, relying time and time again on variations on certain words, sounds and images. If he has a theme (for certainly he has few identifiable "ideas"), it is the opposition of innocence, evil and death and it is in that conjunction that the myth of blind and dumb Caspar Hauser, murdered by uncomprehending townsfolk, comes together with the horror of Grodek.

Trakl speaks of his work almost as something found and scarcely seems to have understood the circumstances and processes of its creation. He writes as the "unborn", or "not-yet-born". The impression conveyed is of the shock of birth or sudden exposure, like Caspar's, to a society steeped in evil and a language whose beauty is made ironic by its complicity in that evil. To Georg Trakl himself, poetry was a spontaneous emanation which had little to do with his, or the world's, madness and decline: "In these days of revening drunkenness and criminal melancholy some poems have materialised . . ."

Brian Morton



Diana Constance

The Roman Theatre, Side, on Turkey's southern coast

Aegean idyll

Aldous Huxley's exhortation to the traveller of taste to write his own guide book, while admirable, is totally impractical, as the man of means (and sensibility) making the Grand Tour has long given way to the package tourist. In fact, the cynic might say that the man of taste would derive more benefit from becoming an armchair traveller and experiencing the glory that was Greece via a mass of literature (which provides the staple of at least two London bookshops, Hellenic Book Services of Charing Cross Rd and nearby Zeno's).

An itinerary to be followed through in the heat of an Aegean high summer needs planning, which means a selected reading list. The atmosphere of place can be absorbed from the armchair, of course, and for the traveller into the classical world, even for the scholar, such background reading is essential. But for the journey itself a guide is needed which answers the questions: which sites are worth seeing? How difficult are they to reach? Which have worthwhile museums, displaying artefacts in situ? How far have the ruins been restored; are the descriptions accurate (bearing in mind Trollope's caution that he doubted whether he had ever read a description of scenery which gave him an idea of the place described)?

One of the most absorbing guides to classical ruins – Travels in Asia Minor – was written in 1775 by Richard Chandler and appeared in a new edition in 1971 thanks to the Trustees of the British Museum. His detailed and often amusing record of two journeys across the Greek world, which has much to offer the modern traveller, as I discovered recently, was made courtesy of a *firman* from the Sultan.

Greek tourism can be summed up in terms of policy of little restoration of ruins, but paradoxically, a great investment of national pride in their preservation.

Sites are heavily visited and what better introduction to them can there be than A & C Black's (formerly Benn's) Blue Guides, which are now bereft of their indefatigable editor, Stuart Rossitor. Greece now, in its fourth edition, has a forthright preface, raising the important point about access to, and assessment of, now "digs". Visitors, perhaps having seen an attractive colour supplement about a new discovery, may drive miles out of their way only to be turned away at the gate. Justifiably, in the case of a site like the presumed royal tomb of Philip II at Verhina, but can the policy always be acceptable in the case of other sites, like Dium or the great tomb at Lefkadia in Macedonia, which await publication – until which time they remain partly or completely closed at the archaeologist's discretion?

Rossiter had added a further 6,000 miles of travel over tracks and roads to his experience before his death. Bracketed with his *Greece* are his Athens and Environs and Crete; with their site plans and exhaustive references, indispensable, of course.

Tourism has made such an impact on the primitive charm of Crete that one gets the feeling that the 'marvellous Minoan sites, in their sometimes sheer inaccessibility, are left to guard the true spirit of the island. Knossos is the prime target for the tourist, being so close to Heraklion and the airport. It isn't like a "hideous house on Boar's Hill", as one writer dubbed it. As Rossiter says "it gives the ordinary visitor an immediate impression of the vast size and lavish conception of a Minoan palace – headquarters".

But to get close to the world of the mysterious priest-king of the fresco you should make the still bone-shaking journey round the eastern tip of the island to Kato Zakro, at the end of its long, winding ravine. You come out at the bottom, covered in pink dust, to the foundations of a totally unrestored Minoan palace, complete with sacred pool (the *Blue Guide* has site plans).

As an introduction to the arts of Minoans, Sinclair Hood's The Arts of Prehistoric Greece, in the Pelican History of Art, (£10) is as good as you could wish for.

The other "great island", Cyprus, is also covered by the *Blue Guides*, and despite the new prohibition by the Greeks, that anyone found with a "Kibris" stamp in their passports will not be allowed into Greece, Ian Robertson's text gives ample and fair coverage to the facilities in the Turkish zone. Also he admits that "it would not be edifying if certain of the monuments in the occupied zone were described in their present condition". These monuments are often the old walled towns and crusader castles on which even modern invaders make little impact.

Another recommended work, now into a second edition, is Paul Watkins' See Cyprus (Formal Books, £3.25). This is above all a practical guide aimed to help the visitor with a limited amount of time, and includes a section of 22 motoring intineraries . . . North to the Macedonia of Philip and Alexander, on which there are only two archaeologically-oriented travel studies: my own Macedonian Greece (Batsford, £8.95) and Joan Wynne-Thomas's Proud-Veiled Macedonia, (Springwood Books, £4.95). Andronicos's excavations have revealed lately much more of the capital, Aegai – including the theatre where Philip was assassinated – thus adding more colour and authentication to the fascinating story of the royal tomb, which I was given by the archaeologist five years ago.

We cannot leave Greek archaeology without mentioning the well-preserved sites of Magna Graeca. Sicily: an archaeological guide, by Margaret Guido (Faber, £2.95) is indispensable.

To evoke the atmosphere of sites like Delphi or Eleusis, why not pack the two volumes of Pausanius' Guide to Greece, written in the second century AD by a Greek doctor of Asia Minor (and now translated by Peter Levi for Penguin, £4.95 each), of an admirably open mind who wished to provide a guide to the temples and public buildings of mainland Greece for the cultivated Romans of the Antonine age. Classicists are eternally in his debt for the work, providing as it does a record of the heart of the classical world complete, before barbarians and earthquakes "comingled it all with the heroic earth". A general guide recommended for the younger teacher travelling on a limited budget with children is Rough Guide to Greece (Routledge, £5.95). Archaeological details are given as well as many practical tips on how to survive on the cheap – and bus times!

For the Greek islands there is Lawrence Durrell's definitive work, now in its third paperback edition, The Greek Islands, (Faber, £6.95): a work of classic beauty. For those who have never fallen for the alchemy of the Aegean there can be no better recommendation than the Durrell trilogy: Bitter Lemons, Prospero's Cell (a guide to the landscape and manners of Corfu) and Reflections on a Marine Venus (a companion to Rhodes) – all in Faber paperback and priced respectively £2.95, £1.95 and £2.25. Each book evokes a mood of time and place, an isle-scape which may have changed in many of its details, but is still basically valid.

Osbert Lancaster's Classical Landscape (John Murray, £5.95) wears well (first published in 1947) as a zany, but perceptive view of Greece and the Greeks and is recommended as a *mezedhes* to any visit to the country. A highly recommended brief tour of modern Greek history is by C M Woodhouse: Modern Greece, a short history (Faber, £3.50).

Traditionally Turkey was indifferent to its Graeco-Roman ruins, with largely open sites, from which carved marbles and coins could, and did disappear. No longer. Turkish government and foreign money is being sunk into important digs like the Roman city of Aphrodisias and restorations such as Ephesus and Hieropolis. Unlike Greek archaeological publishing, the Turkish equivalent is in its infancy and comprehensive guides and clear site plans are essential tools for a trip. I have just returned from a tour of Turkey's Aegean coast and my vade mecum was the Companion Guide to Turkey by John Freely (Collins, £6.95). It is the best non-specialist guide I've found, with practical tips on distances to, and accommodation near, the sites.

For specialist works that may be weighty but could never be termed excess baggage, you have only the books of the late Professor George Bean, now at last re-printing under the imprimatur of John Murray (Turkey's Aegean Shore, £15 and Turkey's Southern Shore, £12.95). As cities like Aphrodisias are laid bare these books may be up-dated but in their detailed scholarship never superseded.

A word about Istanbul. This sprawling, disordered, beguiling city can only by properly appreciated in the brief time afforded to the average traveller with a realistic guide. Freely has expanded and up-dated his information on the "bridge between two continents" for A & C Black in a brand new *Blue Guide*. Exhaustive on sites and, thankfully, as any one who has tried to get a meal in central Istanbul will appreciate, restaurants on the Marmara and Bosporus shores. There are gems of Byzantine and Muslim architecture in Istanbul and this guide is a must to search them out.

Flotilla sailing is the modish way to experience the Aegean and it now has its own guide in the shape of The Ionian Islands to the Anatolian Coast by H M Denham (John Murray, £20). The Lycian shore of Turkey is rich in classical sites, access to which is only really possible by boat. The mountainous coast is so starkly beautiful that it is the most desirable method anyway. Here you have a handy compilation of charts, sailing directions, weather tips and customs, health and berthing formalities for both the western and eastern Aegean.

John Crossland

CHILDREN'S LITERATURE

Punch up

The Punch and Judy Book. By Ron Maris.
Gollancz. £4.95. 575 03414 9
Punch and Judy in the Rain. By Su Eaton and Martin Bridle.
Hamish Hamilton £4.95.
241 11222 2

Punch and Judy causes great difficulty to its present-day practitioners and apologists because of the *violence*, which gets softened up, or excused on the grounds of tradition. This is a bit puzzling in the light of Star Wars, Space Invaders, and a great deal of the modern material which is supposed to be suitable for children. Many of today's Punch and Judy men revive all the characters at the end of the show, and Punch never knocks anyone down from malice. But this is trespassing on the apologists' ground, which I don't want to do.

Punch and Judy in the Rain strikes me as an apology: it's a pretty, bland picture book based on that nice bit of imagination that wonders what the puppets do when they're not performing. On this showing it turns out that the home life of the Punch and Judy characters is much quieter than their public appearances would suggest.

Jack Ketch the Hangman is shown with his new sausage machine. "I have to make lots of sausages to keep the crocodile happy", he says kindly. He has clearly forgotten that the sausages are supposed to be made from the baby. The Devil is even more of a shock. He lives what looks like a blameless life under a grating in Punch's cellar, wears a pinstripe suit, carries playing cards and a pickling fork, and only shouts "I'll get even with you".

Infinitely more fun can be had from *The Punch and Judy Book*, by Ron Maris. This is almost all pictures, with scarcely any text. The figures are waifish, slightly sinister, and very attractive. There is so much detail in the pictures that they can be looked at over and over again.

The strongest feature of *The Punch and Judy Book* is the most difficult to describe. By a wonderfully ingenious piece of page design Mr Maris has almost managed to give an impression of movement. Between each spread of two pages is a third, half-width page which makes up the left half of the right-hand picture, and is turned to make up the right half of the left-hand picture. Thus in one spread Judy and Punch grapple for the stick, Punch hits Judy, and then Punch stands upright to rub his hands.

Punch's hands, like all the other puppets' hands, remain two-dimensional. Though the puppets' expressions change very slightly, their bodies and movements are restricted accurately to what a glove puppet really can do, so you never see the lower half of a puppet's body. *Punch and Judy in the Rain* necessarily shows all the puppets with legs and not gloves. They would be in trouble trying to have a home life if this were not so, but I still found it objectionable.

The Punch and Judy Book is highly recommended, not only for children, not just as a Christmas present. Buy it!

Frances Farrer

Speak for yourself

Drama as a Second Language. A Practical Handbook for Language Teachers. By Suzanne Karbowska Hayes.
National Extension College £3.50.
086082 430 6.

Traditionally, language teachers have treated students as Language Acquisition Devices and language learning has been seen as a cerebral activity taking place in a region somewhere between the neck and the skull. Provided the lips and the tongue could make fairly appropriate noises it was assumed that communication would take place – the rest of the anatomy was ignored. Recent developments in language teaching may have got away from the rigid structural approach but even communicative language teaching fails to take into account that "meaning is not conveyed just through words alone".

Suzanne Hayes's book, *Drama as a Second Language*, is based on the idea that effective communication depends not only on having the necessary linguistic skills but also to a large extent on the students having confidence and self-esteem; and that these can be taught by "doing and speaking in front of other people; learning to think on one's feet; taking risks; trusting one's own judgment and finding resources in difficult situations".

The word "drama" is used in a wide and loose sense and the activities outlined in the book include mime and movement, games, role-plays, plays and improvisation. Some, eg charades, may be familiar to teachers while others, eg 20 questions, may not strictly speaking be drama. However, the book does provide a useful catalogue of excercises and activities with detailed comments and practical suggestions and is conveniently divided into subsections.

The ideas presented have been tried out with ESL learners as well as adult native speakers. However, all language teachers (EFL, modern languages) and teachers of communication skills will find many of the sections useful since the material can easily be adapted to meet their varying moods.

Rakesh Bhanot

TES Information Book Awards 1984

Publishers should note that entries are now invited for this year's *TES* Information Book Awards. One Award will be for a book for children up to the age of nine, the other for a book for those aged between ten and sixteen. To be eligible, books must have originated either in Great Britain or in the Commonwealth between September 1, 1983 and August 31, 1984. The closing date for entries is August 31, 1984.

The judges for the Junior Award will be Mary Jane Drummond, Headmistress of Holt House Infant School, Sheffield and a language development specialist; Marion Glastonbury, who is a regular contributor to educational journals; Gerald Haigh, Headmaster of Henry Bellairs Middle School, Bedworth, Warwickshire, and the author of many children's books; together with the Editor of *The Times Educational Supplement*.

The judges for the Senior Award will be Patrick Eavis, Headmaster of Queen Elizabeth High School, Hexham, Northumberland; Geoff Fox, who lectures in Education at Exeter University and is founding editor of *Children's Literature in Education*; David Self, writer and broadcaster, and the author of many educational books; together with the Editor of *The Times Educational Supplement*.

Prizes of £150 will be awarded to the authors of the two selected books, and the judges reserve the right to make a further award of £150 to the illustrator in each case.

It is important that publishers should specify whether their books are submitted for the Junior or Senior category. There is no limit on the number of entries which publishers may submit. No proof copies can be considered.

Four copies of all entries should be sent to: Penny Turnbull, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BX.

Review copies of titles entered for the Awards should be sent in the usual way to the Literary Editor at *The TES* office.

Plays for now

Six Plays for Today. By Paul Groves and Nigel Grimshaw.
John Murray £1.30. 0 7195 3998 6.
Looking After Number One. By Paul Groves and Nigel Grimshaw.
John Murray £1.40. 0 7195 4121 2.
More Problem Plays. By Ann Farquhar-Smith.
Hulton Educational £1.85. 7175 1228 2.
The Goalkeeper's Revenge. By Derek Nicholls and Ray Speakman.
Heinemann Educational £1.80. 0 435 23724 1.

Drama – the non-specialist, let's-read-a-play, English lesson variety – always goes down well as an end-of-term treat or a Friday afternoon wind-down. The problem is finding the texts, plays which are mutually acceptable to class and teacher. With middle and upper secondary classes it has, until very recently, been acute. Now, suddenly, the area is opening up. But the pieces in *Six Plays for Today* and *Looking After Number One*, both by Paul Groves and Nigel Grimshaw, and *More Problem Plays*, a follow-up by Ann Farquhar-Smith to her previous collection of *Problem Plays*, are more than just resources for reading aloud and forgetting. Each is designed to provoke thought, discussion and even some eventual written work.

The young characters in *Six Plays for Today* inhabit a seedy but unhappily familiar world of divorced parents, squatters and squabbling families on the fourteenth floor of a rotting high-rise. Over everything hangs a nuclear cloud – the subject of the final play in the collection which actually takes place in a fall-out shelter. In *Looking After Number One* the focus is on the world of work. The plays provide insights into life on the dole, as a shelf-filler in a supermarket, as an office typist or an upholder of the black economy. In each there is a moral problem to be confronted. Ann Farquhar-Smith's *More Problem Plays* pose social rather than strictly moral problems. Is it wrong to smoke? Or drink? Is there a difference between sex and love? Why are parents so ungrateful?

Although in dramatic terms individual plays from all three volumes might be seen as over-written and rather forcing their points (making them at times reminiscent of some of the over didactic, drum-banging bits of Brecht), their subject matter lends them an urgency which will probably be effective in the classroom. They will certainly provide lively, provocative material for discussion in social studies as well as English classes – indeed all three books have carefully-prepared suggestions for follow-up work after each play.

The Goalkeeper's Revenge is rather different. A full-length play adapted by Derek Nicholls and Ray Speakman from the writings of Bill Naughton, it was first presented on stage by the Birmingham Youth Theatre. With a vast cast and plenty of scope for imaginative production, it needs no more recommendation from me as a possible school play. There'll probably be bare-knesd fights on the playground to settle who ges to play Bill Spadger, ferocious centre-forward Bob Thropper and the rest.

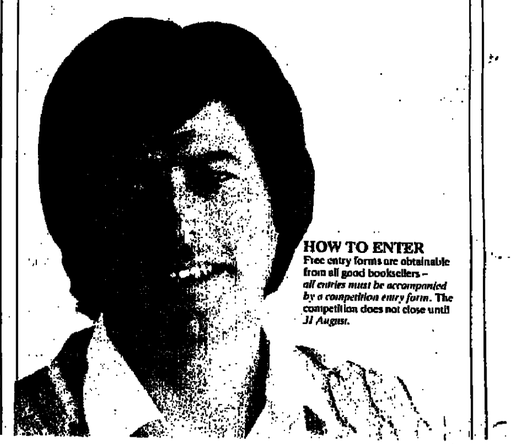
Hugh David

Draw a map or write a guide!

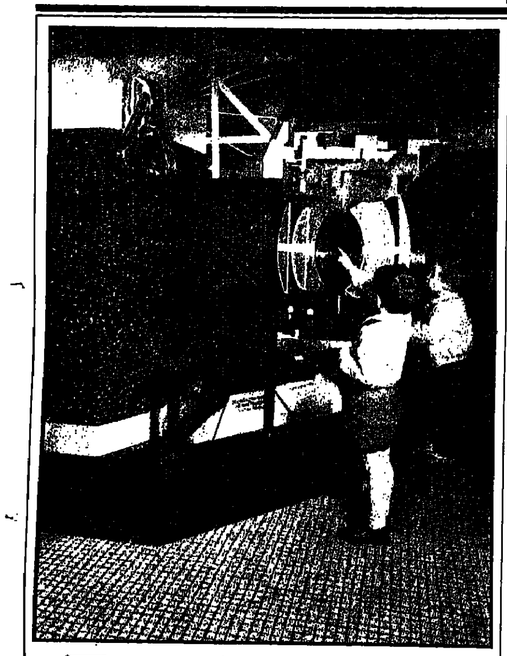
JOHN CRAVEN'S CHILDREN'S BRITAIN COMPETITION

Don't let your pupils waste away their summer break. There's still time to enter a challenging and creative competition arranged by the Map and Guide Group of the Book Marketing Council.
Children are invited to individually draw a map (not less than 300mm square) or write a short guide (not more than 3000 words) of any area in the British Isles.

HUNDREDS OF PRIZES
Prizes are divided into three age groups – 12-16, 8-11, 7 and under – and include a holiday in Denmark with Longship Holidays, an activity holiday from the English Tourist Board, and a Country Wanderer Holiday for four, courtesy of AA Travel Services, PLUS hundreds of prizes for the runners up!



HOW TO ENTER
Free entry forms are obtainable from all good booksellers – *all entries must be accompanied by a competition entry form*. The competition does not close until *31 August*.



Eye opener

Hugh David visits Bradford's National Museum of Photography, Film and Television

Even without the National Museum of Photography, Film and Television, a glass-and-concrete pile which dominates the city centre, the energetic Bradford Economic Redevelopment Unit would have plenty to boast about. The mills might have closed, but the city and the whole of West Yorkshire have been reopened under dynamic new management: the tourists are flocking in, mostly on "mini breaks" which combine bargain-hunting in the mill shops with everything from the cultural delights of Haworth to coach tours of *Emmerdale Farm* country.

The museum, however, has a success story all its own. Opened little more than a year ago in the converted shell of a never-completed sixties theatre, it is already poised to receive its 500,000th visitor. Devoted to the technology of the present, it is very fittingly a museum of the eighties.

Its bright, imaginatively-designed galleries leave even the Science Museum in London standing when it comes to push-button action. In one Lord Litchfield, or at least an eerily-lifelike talking dummy, explains the techniques of contemporary photography. In another a giant television screen receives live pictures from a meteorological satellite. Elsewhere a huge cut-away single-lens reflex camera, more than 20 times lifesize, demonstrates how a picture is taken. There is a full-scale reconstruction of a society photographer's studio in the 1930's and the recreated editorial floor of a national newspaper which (though cleaner and far tidier than any newsroom I've ever seen) even has a telex chattering in the corner.

Most popular of all with visitors is the museum's 340-seat cinema. One of only two in Europe equipped with the IMAX projection system which uses film 10 times the size of standard 35mm, it boasts the biggest screen in the country, a white wall like the end of a five-storey building which is 52 foot 4 inches high and no less than 63 foot 8 inches wide. Filling every square inch of this, the aerial photography sequences in the IMAX demonstration film *To Fly* have an almost unbelievable clarity and realism which make even seasoned film-goers cling to the arms of their chairs. (The effect is apparently similar to watching a normal feature film at a distance of only 10 feet from the screen.)

Such state-of-the-art technology is, however, only one reason for the museum's success and popularity. Equally important is its go-ahead, unstuffy approach. Says Chief Keeper Colin Ford: "This is a living, expanding museum. We have tried to question old ideas of what constitutes a museum, encouraged by the nature of the theatre building in which we have made our home. We use light, colour, sound, movement and a direct involvement with the exhibits rather than with traditional museum showcases or information panels to show visitors what an amazing invention photography is".

Radical views, light years away from the reverential, glass-cased image which museums have traditionally had. (The London Transport Museum in Covent Garden is equally iconoclastic: "Hush, the one sound you won't hear" promise posters on the underground.) Market forces are at work; though admission to the museum is free, metaphorically at least Colin Ford is out there on the pavement, drumming up an audience.

And right beside him is the museum's Education Unit. The place is closed to the public until 12 noon every day for the benefit of school parties. They are welcomed if all they want to do is push the buttons. For more serious groups, however, there are Polaroid cameras, courses on pinhole photography, photogenic drawing and daylight printing as well as open sesames to the museum's practical workshops and darkrooms.

Wisely steering well clear of the gewgaws of showbiz (Tony Hancock's homberg, Terry Wogan's *Blankety Blank* microphone), the National Museum of Photography, Film and Television is nevertheless unashamedly populist. Running parallel to its permanent exhibition is a changing series of temporary displays, films and talks, all arranged with the single purpose of getting the public in and keeping it coming. This summer the museum is running its most extensive programme ever, and it is no coincidence that many of the events are designed to appeal to young people with school holidays or college vacations to fill.

In July there has been a series of films attempting to explain "The Meaning of Python", if there is or ever really was one. *And Now for Something Completely Different, Monty Python's Life of Brian* and other assorted films made by or starring the Python irregulars have been presented in the IMAX cinema – introduced by a real, live, silly-walking Python.

On Saturdays and Sundays in August a programme entitled "Comic Strip Heroes" brings together feature films chronicling the adventures of everyone from Charlie Chan and the Incredible Hulk to Spiderman, the Pink Panther and Charlie Brown. An odyssey down the by-ways of cinema history.

There is a four-day course on flash photography (August 7–10) in which the first two days will be spent on location at the nearby Bradford Industrial Museum, an exhibition entitled "Pioneers of Photojournalism" featuring the work of Erich Saloman and Felix Man, which was opened by Sir Tom Hopkinson on July 12 and – not forgetting those who don't know the difference between upgrading and their *f*-stops – every weekend between July 20 and September 4 the foyers will be full of local buskers, singers and mime artists.

Further information about the museum and its summer events from the National Museum of Photography, Film and Television, Princes View, Bradford, West Yorkshire, BD5 0TR (tel: Bradford 0274-727488)

Nest building

Animals as Architects
Natural History Museum, Cromwell Road, London SW7 (tel:01–589 6323)
Until September 1. Admission free.

"Birds build but not I build" wrote Gerard Manley Hopkins. Could he have had in mind the edible-nest wrenlet who builds her nest in the caves of South East Asia from her own saliva? Or the baya weavers who weave a basket a foot long on which to sling their young? The excellent exhibition at the Natural History Museum which forms part of the RIBA's festival of architecture challenges man's high opinion of his works: anything we can do some animal can do – and has been doing for some millions of years.

The exhibition is divided into six parts, with specimens and dioramas from the museum's huge collection of mammals, birds, insects, fish and their dwellings. As "Why do Animals Build?" points out, the functions of construction are many: for food – trapping, cultivating and storing; for shelter – from predators and weather; and for reproduction – courtship, birth and nurture. Appearance can be deceptive: where the potter wasp lays her egg on top of a nice juicy insect and seals the earthen lid, under a similar lid a trapdoor spider lurks waiting to drag passing prey into his muddy hole.

Animals that Build is a 14-minute film produced by the National Geographic Society. This is a lively look at types and functions of animal building from the spider's web to the beaver's lodge and from the potter wasp to the stickleback, with a final thought-provoking sequence of American Indians putting up a tepee.

"A Variety of Builders" includes lug worms and porcupines, moles in their burrows and the underground-nesting bee-eater bird. Not to mention the duck-billed platypus, cuddly even when stuffed. It goes on to show a little of the amazing variety of birds' nests.

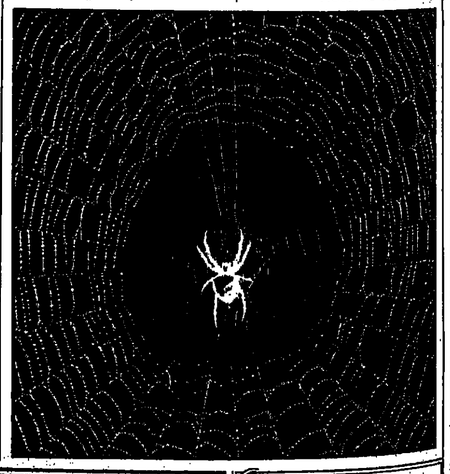
This is one of those exhibitions to come out of bursting with new bits of information. Did you know that . . . the palm swift lays her eggs in a pad of palm down to which she glues them, and incubates them by clinging vertically to the leaf; . . . where the eider duck uses her soft down to feather the nest, the Cape penduline tit weaves a soft concealing tent flap of hair over the door and the rufous ovenbird builds a thick wall of mud and fibres around her tiny eggs? And as for the bower bird, he makes up for his dowdy plumage with a lavish honeymoon suite of a nest where courtship is facilitated by such gaudy joys as Coke bottle tops.

In the centre of the show a large model of a termite mound holds the gaze. "From Single Dwellings to Cities" looks at the multifarious constructions of insects, among which this city surely holds pride of place. Not only is it air-conditioned, and constantly warm and moist, but it also boasts a fungus garden, brood chambers, a royal bed where birth is given every three seconds and air chambers. A 10m-high mound can house two million individuals. And we complain about tower blocks.

Saliva, faeces, silk, mucus: do-it-yourself has a whole new meaning in the "Animal Building Trade", as the final part of the exhibition points out. Tracing animal analogues to human implements, the exhibition returns us to ourselves and a fresh realization that, as the film puts it, "man is just one of many animals that build".

The Teachers' Centre at the Natural History Museum is running concurrent teachers' seminars, now fully booked. They will also have a reference list available for teachers and strongly advise anyone contemplating a class visit to come beforehand and talk with the staff about ways of using the show to develop powers of observation and description.

Victoria Neumark



4 TELEVISION PROGRAMME RECORDING

A licensing Scheme to enable the recording off-air of TV programmes for Educational and Training purposes.
The scheme commenced on 1st May 1984
Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.
Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning at the address below:-

Advance Information of Programmes Available For Recording For The Month of July 1984

August 2nd	17.30 Start Here	*Fee Code D*	August 15th 17.30 Splash
August 4th	14.00 Great Walks	*Fee Code B*	August 18th 14.00 Great Walks
August 9th	17.30 Start Here	*Fee Code D*	August 22nd 17.30 Splash
	18.30 Todays History	*Fee Code D*	August 25th 14.00 Great Walks
August 11th	14.00 Great Walks	*Fee Code B*	August 29th 17.30 Splash

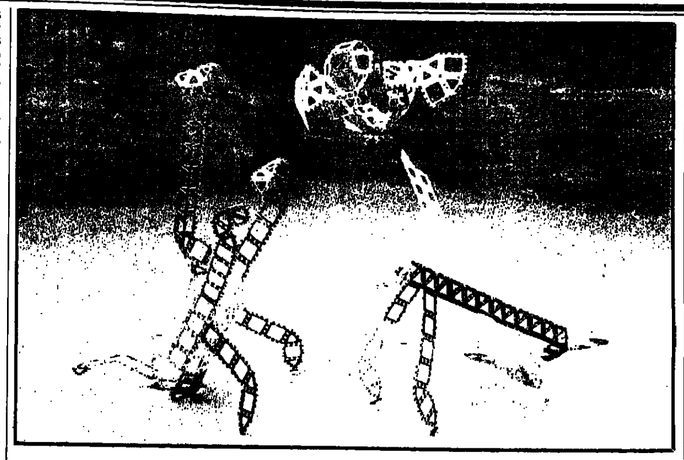
Fee Code B If you receive S4C please check broadcas. times as these may vary.
Fee Code B
Fee Code B
Fee Code B For synopses see "See 4" and "TV Times". The List of Titles for
Fee Code B August will be published in the Times Educational Supplement on
Fee Code B 26th July. For More Information Contact

TV Recording Licence, Dept,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

notes

WORKING IN
Four new "Working In . . ." booklets have been published by the MSC's Careers and Occupational Information Centre. The new areas covered are Community Care, Hospitals, Engineering Crafts and Journalism. The 16-page booklets are available, price 99p plus 25p postage, from the MSC, c/o Papworth Industries, Papworth Everard, Cambridge CB3 8RC

FURNITURE, BOOKBINDING, CLOCKS
These are the crafts to be represented at an open exhibition from August 1-September 23 at the Crafts Council, 12 Waterloo Place, Lower Regent Street, London SW1Y 4AU.



Playtime

Gillian Thomas looks at quizzes, games and construction kits for the holidays

What is ale-hoof? And what is fear of water called? These and 5,398 more questions comprise Waddington's *Masterquiz*, just one of several new *Mastermind*-style quiz games costing from around £15. Spears' version, called *Quizmaster*, has 10,000 general knowledge questions with a handicap system depending on the age of the player. M B's *Game of Knowledge* incorporates the idea within a space theme, using a board and dice, while *Trivial Pursuit* by Parker is a smart after-dinner version.

Among the more conventional new boardgames is *The Garden Game* (£5), invented by gardening enthusiast and painter Sarah Ponsonby, the aim is to plant a complete garden despite hazard cards which include slugs and mowers.

Construction kits for children of all ages continue to produce innovative ideas. For example, pneumatics have been added to Lego Technic. Lego's most advanced range, (available in October). A simple system of pistons and tubes enables models to work – a mechanical grab can have pneumatic-powered jaws or a bulldozer can raise or lower its blade.

An intriguing new construction system has been designed by architect John Inskip. Called simply *Model 8*, it consists of small plastic squares and triangles in several colours which press together either to form fixed or hinged joints. Thus models can be flexible or rigid and the possibilities are limitless – animals, vehicles, geometrical shapes, etc – the overall effect being pleasingly delicate.

For younger children, Pedigree have introduced *Playtime*, a series of boldly-coloured plastic kits to construct simple working models, either vehicles or kitchen furniture, (from £2 for 9 pieces to £15 for a complete kitchen). Once made up, they are very sturdy and rigid but pre-schoolers will need some initial adult guidance.

Kiddicraft's flexible plastic *Playshapes* introduce very tiny fingers to the idea of modelling. They fix snugly, but easily, together by fitting square ends into slots; wheels and animal figures add interest to the squares and rectangles.

Also for younger children, Galt have come up with packs of coloured plastic letters and numbers which adhere to any flat surface, while Orchard Toys have three delightful new giant floor puzzles, 20 pieces in thick card on motorways, shopping and flying (£3).

The scope of *Quadro*, the giant construction system, is widened with the addition of driving mechanism components (£40). A series of gears slot into its large tubes in order to turn axles. Thus vehicles with pedals and brakes and windmills with turning blades are now possible besides the basic climbing frame.

Polyplay (£100) is another new set of play equipment, handmade in wood by Cornish craftsmen. With just three items – a frame, slide and seesaw base – half-a-dozen different permutations are possible.

Novelties continue to bring that essential element of fun to toy ranges this year. For example, Salter's science sets which include chemistry, electronics and magnetism (£5 to £29), are now accompanied by 30-minute audiocassettes recorded by Johnny Ball, who specializes in maths-based programmes on children's television. He provides a lively introduction to the subject and a useful guide to the experiments.

On a practical note, Bluebird's new *School Mate* (£3.25) is a novel timetable board, filled in with a wipeable felt pen. Bright yellow arrows can point to the particular subjects or times which the child needs to remember.

It is welcome news that Plasticine has become washable. So removal from finger nails and carpets is much improved – and it can now be softened for modelling by moistening with water.

Waddington, Castle Gate, Oulton, Leeds.
Spears, Enstone Road, Enfield.
M B (Milton Bradley), 97–107 Uxbridge Road, London W5.
Parker, The Pultney Co., Owen Street, Coalville, Leicester.
The Garden Game, Surrendell Farm, Grafton, Wilts.
Lego, Wrexham, Clwyd.
Model 8, Unit 4, Little Marcle Road, Ledbury, Herefordshire.
Pedigree, Market Way, Canterbury.
Kiddicraft, Redlands Coulsdon, Surrey.
Galt, Bronkfield Road, Cheadle, Ches.
Orchard Toys, Canal Street, Nottingham.
Quadro, c/o Andaw Enterprises, 10 Southcliffe Road, Christchurch.
Polyplay, John Ward, Bethany, Trerulefoot, Nr. Saltash, Cornwall.
Salters, Woodside Road, Glenrothes, Fife.
Bluebird, Cheney Manor ind Estate, Swindon.
Plasticine, Peter Pan Playthings, Bretton, Peterborough.

Phone-in

Getting the Message
Price £5 (inc p&p)
British Telecom Education Service, Room 417, 2–12 Gresham Street, London EC2V 7AG.

How many telephones can you dial direct from your own? 50 million? 200 million? Wrong: 450 million, of which 28,500,000 are in the UK. This is just one surprising fact contained in this splendid collection of materials developed over the past year by BT's Education Service.

Phil Burilin of Foxford Comprehensive School, Coventry, was seconded to the project and his teacher's guide is full of practical classroom ideas and exercises which, although well known in other contexts, have been imaginatively applied to the teaching of modern communications. It also contains a helpful list of film and video resources.

Glossy booklets with superb colour illustrations combine informativeness with visual appeal. Topics include the telephone, telex, teletext, Prestel, electronic office, data transmission switchboards and mobile communications. There is also a glossary and a series of question and answer sheets. Unfortunately, one of these wrongly says that there are 450 million phones *in* the UK, so perhaps some other "answers" should be treated with caution.

Intended for students aged 14 to 18, this package should be valuable not only to teachers of business studies and related subjects, but also in communications and general studies and for TVEI courses. Although the language is simple, there is nothing patronizing about the tone, and, at a bargain price of £5, further education colleges and ITeCs may want at least one pack for reference.

My main criticism is of the blue folder in which the materials are displayed. It looks like a salesman's sample folder, designed to keep the contents glossy and pristine, but when you try using the materials you soon find that the packaging gets in the way.

BT's current series of television adverts provide exciting visual material on the Power behind the Button; their educational value is limited by the ephemeral nature of the electronic image. This pack is a celebration of the economy, flexibility and permanence of print.

Jacquetta Megarry

Photo-reportage

Promises, Promises
A touring exhibition, available for hire, price £25; free to ILEA schools
Cockpit Gallery Holborn, Princeton Street, London WC1 (tel: 01-405 5334).

For my own generation, growing up in the aftermath of World War II, the map of childhood and its future possibilities was charted from the great legislative landmarks of the Education Act and the founding of the Welfare State. In the early fifties classrooms bulged with us, the children of parents convinced that the post-war world could offer us more than they'd had. The present classroom population may well look askance at those earlier visions of the future, but that's all the more reason for them to see the Cockpit's new touring exhibition, *Promises, Promises – Growing Up in the 50s and 60s*.

These photographs have been culled from the vast archive of Henry Grant, a photographer who took a particular interest in new developments in education and the social services. This was a period when photo-reportage was still in its heyday, and Henry Grant's pictures appeared widely in the national dailies and the educational press. Through them more than two decades of changes in the field of education can be plotted.

The chronicle begins in the austerity of the immediate post-war years. The image of a woman hanging out washing beside a cluster of Nissen huts on the South coast sticks in the mind as an almost cosy reminder of how acute the housing shortage was. Less nostalgic are the slum dwellings of London and Liverpool with the rationing queues from an earlier period.

The most immediate effects in legislation recorded here are those in child health care, shown in a series of photographs in hospital and clinic settings and in schools. A child health inspection in the early fifties is registered by the camera as a cheerful routine event.

The cramped Victorian school buildings are soon replaced for many children by the more airy glass-sided structures that may later seem too big for comfort. The comprehensive comes on the scene, and here's Kidbrooke, much photographed in 1954 as the first purpose-built example. Technological hardware begins to enter the classroom. The teenage leisure boom gets under way and the world of style and consumerism outside seeps inside the school's four walls.

Rich in visual contrasts through the passage of time, these photographs cover the range of educational experience, from infants to sixth-formers, from crowded secondary modern playgrounds to the cloistered precincts of public schools. They also expose some of the unequal realities behind the powerful myth of social equality through education, by catching fragments of school experience from quite different worlds.

My one complaint is that the exhibition could have benefited from more explanatory text and less polemical generalisations. Likewise the confusing graphics the exhibition organizers have used to illustrate the workings of the 11-plus. But one bonus on which the photographer has to be congratulated, is his welcome descriptions of his working methods, also provided in note form accompanying the exhibition.

Liz Heron

"Promises, Promises" is on show at the Watershed Gallery, Bristol, until August 4

Companion

The Micro User's Book of Tape Recording. By Mike Salem
Price £2.95
Duckworth, The Old Piano Factory. 1984.

Many school users continue to depend on domestic cassette recorders as external computer memory. Even the growing number with disc systems still sometimes have to grapple with cassette loading and saving if only because they had already invested so much in commercial cassette-based software. Much of this is protected against copying onto disc and manufacturers often charge unrealistic prices for a disc/cassette exchange.

This puts a heavy burden on a low-cost domestic device designed and bought (often years ago) for a completely different purpose. Problems over cassette loading and saving continue to be a major bugbear and cause tremendous frustration and time-wasting. Yet, despite an explosion in computer book publishing, this area has hitherto been surprisingly neglected.

Help has at last arrived in the form of a readable and affordable companion to all aspects of choosing, using and maintaining a cassette recorder. The author, Mike Salem, has a pleasantly non-technical style and the book is both concise and informative, with many helpful diagrams and photographs. It draws on the experience of his company Hilderbay Ltd, one of the few software houses to market business and professional software on cassette. Their experience of supporting small businesses running their payroll (including SSP!) on a Sinclair Spectrum is reflected in the book's authority and practical advice.

This book is indispensable for anyone who has cassette problems or who is contemplating buying a cassette recorder for use with a computer. If you have been using a cassette recorder successfully so far and are not aware of the havoc that can be caused by dirty heads, stray magnetic fields of an incorrect head azimuth angle, read it before you find out the hard way. Not knowing where to look for your head azimuth angle is a good indication that you need this book.

JM

briefings
radio & tv

Open University

THE ENGLISH ROMANTIC POETS AND ITALY
(Sunday 12.40, BBC2)
In the early 19th century Byron and Shelley fled from the repressive influence of England. This programme investigates how and why they found refuge in Italy.

POLITICAL EDUCATION
(Wednesday 23.20, VHF3)
How can political education flourish in the face of a tradition of neutrality and balance in publicly-funded institutions?

General interest

PLAYING SHAKESPEARE
(Sunday 19.15, C4)
The first of a nine-part series aiming to analyse and discuss actors' varying interpretations of Shakespeare's language.

LENDING A HAND
(Tuesday 23.00, VHF4)
A series for those interested in voluntary work within the community.

LIFE POWER
(Wednesday 23.40 BBC2)
New developments in fermentation technology.

For children

WHY DON'T YOU...?
(Monday–Friday BBC2 10.05, except Wed 9.35)
The team are back again with ideas on how to keep entertained and happy during the holidays without resorting to television all day.

START HERE
(Thursday 17.30, C4)
In this science series children learn how to grow coloured crystals, experiment with frozen molecules and look into a volcano.

Brian Cant, Tom Watt and Ling Tai in 'The Old Firm'

Stay-at-homes

Hugh David previews 'Starstrider' and 'The Old Firm'

CHILDREN'S TELEVISION
Starstrider
ITV, Thursdays 4.45–5.15pm.
The Old Firm: Two for starters
ITV, Monday July 30, 4.45–5.15pm.

Just in case there is anyone still out there, not lounging on beaches or barbecuing in the garden in this traditionally dead period of the television year, Granada Television begs leave to announce the arrival on your screens of one of the most imaginative children's quiz shows for quite some time.

The irony is that in *Starstrider* the eponymous hero and his sidekick Wart, leading lights in the recently-discovered Galactic Federation, have arrived on Earth at the height of British summer to look for signs of intelligence among us humanoids – but luckily it's not the Ambre Solaire and burnt sausage brigades they're after. Starstrider and Wart are interested in the stay-at-homes, for the quiz is about books and book-learning.

Teams from three schools compete to show just how intelligent they are – if we accept that true intelligence is not so much knowing something but knowing where to find it. They are equipped with sets of standard reference books from which they have to find the answers to Starstrider's questions and then relay them to him via their captains, with whom they are only in radio contact. Intentionally, the questions are the sort which can only be answered with the aid of reference books. Who were the FA Cup winners in 1887? What is the first line of the Liberian national anthem? ("All hail, Liberia, hail", actually; but can you put your hand on your heart and say you would have known that without looking it up?)

There are lighter rounds – quick-fire general knowledge questions to be answered by one member of each team while sitting astride a bucking "Grunder Hunter", a deceptively simple light maze – but the books are the heart of the quiz. Begun, in the words of producer Mike Short, as "a last-ditch stand against bloody computers!", it may well have queues of children in school libraries next term patiently awaiting their turn with *Who's Who*, *Whitaker's Almanack*, atlases, dictionaries and the *Encyclopaedia Britannica*. Let's hope it will – really, books do furnish a room so much more comfortably than floppy discs.

And now advance warning for those who like to be in on the ground-floor when it comes to new developments in juvenile culture: next Monday's *Dramarama* is a half-hour play which looks set to spawn a popular follow-up series.

Two for Starters (again produced by Granada, and their first offering in the classy *Dramarama* slot) introduces us to *The Old Firm*, a threadbare private detective agency taken over by Brian Cant as an ex-Army major, Jenny, a quick-witted Chinese girl, and – to judge from the closing moments of the play – young Steve, a fast-talking Cockney wide boy. With a script by Dave Humphries, whose previous credits include episodes of *Minder*, slick and confident direction by Patrick Lau, car chases and a jewel robbery, the programme's style is not difficult to guess. Worth watching, though. *Two for Starters* is occasionally guilty of writing down to its audience, but Dave Humphries can do a lot better. Bearing in mind the success of *Minder*, *The Old Firm's* potential is literally explosive.

Off the air

The BBC has taken a lot on the chin recently, but deserves credit for a long-awaited world first – a video production course called *On Camera*. This new course is comprised of four excellent videos – totalling 90 minutes, with a bonus of 38 minutes of "unedited" material tagged on to the end of the final tape – a handbook, and backup notes.

Tapes can be purchased separately, or as a package, and cover: camera movements; how to plan a programme; the best way to shoot interviews; editing. Summaries are clear and concise, without being patronizing.

On Camera was produced primarily for the BBC's own internal training department, with an eye to domestic and overseas sales (already the Far East have put in orders). Not only does the Training Department add a slick, professional finish to the productions, but it also avoids clichés.

Basic television principles are tackled. Tape one deals with the camera and various movements. Useful terms like track, tilt, pan, zoom in, and crab are dealt with, as well as f-stops and depth of field. But if you can only afford individual tapes, start with programme two. It shows you how to plan a programme, what to look out for, and how to make things happen for you on location. The producers wants you to be able to "plan well for the expected; then you can cover the unexpected".

The third area begins with a spoof non-starter interview, ironically called "Sixty Minute Profile". A simple one-camera interview is handled, along with how to cross-shoot properly if you are fortunate enough to have two cameras. Basic studio techniques are looked at. And for the adventurous, interviews while walking, in a car and "on situ" are demonstrated wittily with a rather, boisterous retired general.

Most useful of all will probably be the final tape on editing. A real news story is available here in three forms – unedited, edited, and rough cut with the final version inset on screen. The extra rushes provided to practise with are a nice touch. An idea is given of how to perfect basic structure before paying attention to detail.

On Camera is aimed at secondary students, but a switched-on 12-year-old could easily learn what happens "off camera". **Cheryl Markosky**

Inquiries to BBC Education and Training Sales Dept 01-743 5588, ext 2361

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INTERNATIONAL

OFF-AIR LICENSING

LWTI is pleased to offer you the opportunity to record off-air for educational and training purposes three of their top current affairs programmes.

Weekend World Credo The London Programme

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Sara Langton, LWTI, Seymour Mews House, Seymour Mews, London W1H 9PE.
Telephone: 01-486 1362

LWTI OFF-AIR LICENSING

Please send me further details of LWTI's Off-Air Licensing

CONTACT NAME..... POSITION.....
INSTITUTION.....
ADDRESS.....
.....
TELEPHONE.....

4 Television Programme Recording

Titles Available for Week Commencing Sunday 29th July 1984

Thursday August 2
17.30 Start Here: Mix A Material
fee code D
Saturday August 4
14.00 Great Walks: Cape Wrath
fee code B
(Nb. This programme is subtitled for the benefit of deaf viewers)

For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Small talk

Victoria Neumark on Thames Television's reissue on video of 'Understanding Toddlers'

VIDEO
Understanding Toddlers
Thames Television
Five 26-minute episodes on VHS or Betamax £65
Special hire offer to playgroups, National Childbirth Trust groups etc, £20 per five weeks hire of series, from Guild Learning, Guild House, Oundle Road, Peterborough PE2 9PZ (tel: 0733-63122).

There has been a well-publicized trend recently in books about childcare; talk about "taming the enemy", and the need for strictness has superseded talk about fostering creativity. Brenda Crowe, author of *Play is a Feeling* and adviser to *Understanding Toddlers*, is too wise to make those sorts of oppositions.

In this useful reissue of Thames Television's series, care has been taken to lay equal stress on the needs of parents and their children, on the delights of play and the need to tidy up, on spontaneity and the setting of limits. Though the marmoreal Anna Ford's introductions are a touch artificial and Tom Crabtree's offerings as an educational psychologist are woolly, Mrs Crowe's comments are well worth a look.

Five topics are covered. The needs of parents, mothers and fathers; the needs of toddlers; anxieties; hyperactivity; and setting limits are discussed in half-hour episodes. The first two programmes, focusing largely on parents' sense of inadequacy, are less successful than the others. I am not sure that guilt is so widespread as these mothers made it out to be, nor that all fathers are so solemn about "taking an interest". Fun seems a little left out.

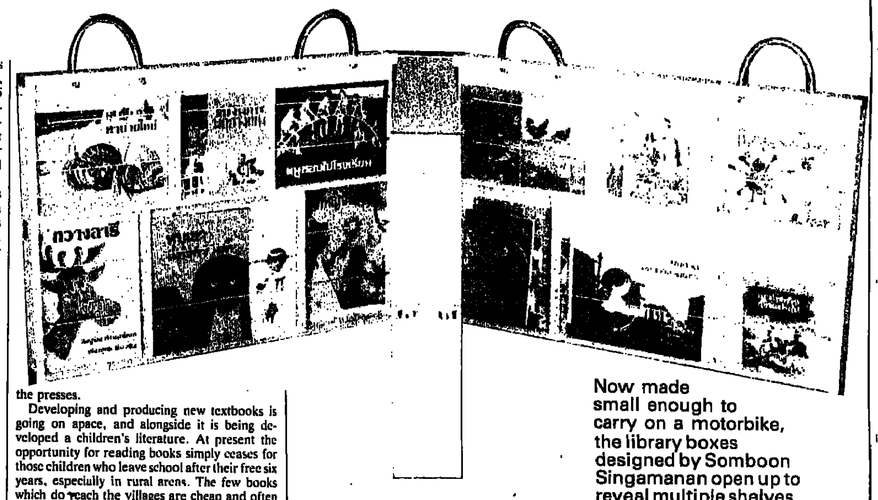
Towards the end of the third programme, however, with the arrival of Althea talking about her books on common childhood anxieties, the tempo picks up. Too many talking heads give way to entertaining illustration – at last, some toddlers in the flesh! A section on messy play as a way of learning and using up energies is very good and does not dodge the messiness which makes it such a bane to parents and a glory to children. A few more suggestions on how to organize it in a small space would have been a good idea, but perhaps these might come up in discussion among groups. Play, though, does vary enormously in the age span from one to four-years-old, and this is insufficiently indicated here.

The fourth programme, on hyperactivity, is the most informative and should be shown to all pre-natal classes. Both elements shown (the informal support network and the medical establishment) were well explained and discussion of the treatment options available, from special diets cutting out all food additives to supervised medication, was well intercut with footage of parents and their children. This sort of lively approach wins attention and sympathy.

The final programme, on setting limits, carries on with showing children at play. A most moving illustration of how a younger child may defeat an older one bent on stealing his toy gives the whole discussion point. It is moral authority, consistency and honesty on the part of the parents which really give the child the discipline he or she needs to survive, not the smacking of shouting which make up some of any parent's day. Mrs Crowe rightly stresses the need to treat your child as the reasonable being you hope it may become, the need to make it up, to hug and touch and admit it if the adult is wrong too. Her advice on tantrums is excellent. As Diane, watching it with me, said, "most parents just live from day to day", but this series could help their understanding of toddlers and make each day a little bit more harmonious.

BOOK BOXES

Gillian Klein reports on the remarkable efforts of one woman to introduce literature to all primary children in Thailand.



Now made small enough to carry on a motorbike, the library boxes designed by Somboon Singamanan open up to reveal multiple shelves of carefully selected books.

Thailand's first generation of bookworms is in the making. A land the size of France, still primarily rural and with half its 45 million people living in poverty, it nevertheless has the longest tradition of free compulsory education in South-East Asia: 100 years last April. Compulsory for six years, that is, after which about half cease to receive any formal schooling.

The 6.5 million children presently in Thailand's primary schools are being exposed to books in a way that their parents never were. Much of this is due to the initiative of one person: Somboon Singamanan. If it is not she who told them their first story or who delivered the first Library-box of picture books personally to their school, the box itself was based on a design by her – to open up into a small complete library – and some of the contents written by her or by her students. And whoever *does* tell that child their first story almost certainly learnt to bring it to life at a workshop in the area or at the Children's Literature Course at Srinakharinwirot University, both of which would have been run by Somboon Singamanan.

Like all successful revolutionaries, Somboon has mustered an army of supporters. She has also had the wisdom to institutionalize her innovations, in the University's Faculty of Humanities and in the Library School, in the schools themselves and as part of the Ministry of Education's impressive five-year Primary Education Programme.

She has written 15 children's books herself but creating a children's literature for Thailand is only the start: much of Somboon's enormous energy is directed at bringing the books to the children. When she can make the time, she still does this personally. I went with her to Ayutthya, in a province about 100km north of Bangkok. A beautiful and historic town, it was the capital of Thailand until 200 years ago, when the Burmese drove the Thai kingdom south to Bangkok.

Our first visit was to a large and relatively well-equipped primary school of 400 pupils. We arrived at around 1pm, by which time the children's school day was officially over, having spent the morning writing their end of year exams. But when our Ministry of Education minibus drew up and the children saw the Library-box; there was a scramble to get at it. No royal pall-bearers could have demonstrated their deep sense of honour with greater dignity than did the six boys who bore the box reverently into the school hall. Eager eyes selected new titles and within five minutes a calm, large space had been transformed into a reading room.

Somboon told me: "Three years ago there was nothing here except a few didactic and shabby text-books. A year later, our boxes were here and in use; by our third visit, the school had its own library collection *and* boxes from the Ministry of Education, who now follow the exact same plan and whose selections are based on ours."

Responding to the clamours of the children she proceeded to read to them. She chose a book from a series about a character familiar through gold tales and shadow plays to all the children; in this story, he visits Ayutthya. The children identified the temples, ruined and restored, the museum, the Chaophya River, with utter delight at finding their own and known surroundings encapsulated in a picture book. But it was clear that these children needed no convincing that books are for them.

Nor does the Ministry of Education. Dr Rung, the director of the five-year Primary Project which has already been completed in three years, was quick to acknowledge the value of leisure reading in children's general development and in their learning. Describing school text-books as "poor", he explained that they were traditional and too prescriptive. Learning through doing, a child-centred approach to learning (with all that we in the UK would assume that that implies), is the basic theory which underlies the primary education curriculum in Thailand. And that curriculum is centrally administered from his office. So that he too is scooping up the children's story and picture books as fast as they come off the presses.

Developing and producing new textbooks is going on apace, and alongside it is being developed a children's literature. At present the opportunity for reading books simply ceases for those children who leave school after their free six years, especially in rural areas. The few books which do reach the villages are cheap and often sensational (no doubt to enlarge print runs) and shabbily produced. Not, in Somboon's view, suitable reading for 12-year-olds, or for anyone else.

The library service, as is to be expected in a country without a strong literary tradition, is equated rather with study than with leisure, the best being university and academic libraries, of which the Asian Institute of Technology is a splendid example. The National Library does not have a children's section, though the central branch does roll out trucks of children's books into its lobbies on weekends. But branches in other major towns have no such facilities and the smaller units are run by staff with no professional qualifications and who would be neither aware of the reading requirements of children nor able to organize resources to meet them.

With parents likely to believe that primers and encyclopaedias are the only books from which their children could benefit, publishers are thin on the ground. In a sad circle of dearth of demand and so of supply, there are few buyers and few publishers and distributors of children's books, few writers and few illustrators. And so there are few readers.

Somboon is attacking this self-perpetuating circle at several points. Students from her Children's Literature Course are expected to read as many as possible of the collection she has built up of children's fiction, primarily in English. When the students then go to teach in schools where books are scarce or non-existent, they have to serve, as she puts it, as "living libraries", telling the stories from memory.

These students have also learnt what children's books around the world have in common; how they help children to learn about and appreciate their own and other cultures, and what makes a story appealing, enduring, of merit. The students also make translations of the stories into Thai, which are attached to the books, thus learning a good deal about style.

Many of these students are becoming children's book authors. In their creative writing workshops, they are encouraged to create their own imaginative stories or to narrate for children a tale told to them as children. Students also collect folktales from their own localities and record them.

Later, as librarians or teachers, they invite children to share *their* folktales, so that some of the vast oral tradition of Thailand is now being salvaged and preserved in print. Stories developed in these ways are tested on the children; the students thus stimulate an interest in stories and often themselves develop considerable skill in telling and in some cases writing them.

As their lecturer, Somboon is also editor of those stories. But she takes it further: the best are submitted to publishing houses and almost all are accepted. The first appeared in 1978; by 1980, three had won literature prizes. The prestige of the prize has this year been further enhanced by the adored Crown Princess agreeing that it should carry her name. Unsurprisingly, places on Somboon's Children's Literature course are much sought after.

The Books for Children library boxes are privately funded with the patrons name inscribed on the box. The scheme began modestly, providing sets of 20 titles each to 700 rural elementary schools; now each set is rotated among five or six schools and contains 250 titles.

The Ministry of Education has followed this rotation model among 7,000 clusters of primary schools and currently a publisher is redesigning the Library-box to fit not just into a car or van but onto a motor bike or scooter. These smaller, lighter versions will carry materials to support the vast programme of "non-formal" adult education, which is teaching skills such as literacy and numeracy as a means to obtain practical information.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Other Appointments 26

Primary Education
Deputy Headships Senior Masters/Mistresses 26
Scale 2 Posts 26
Scale 1 Posts 26

Middle School Education
Mathematics 27
Physical Education 27

Secondary Education
Remedial Posts 27
Art and Design 27
Computer Studies 27
Craft Design & Technology 27
Economics 28
English 28
Geography 28
History 28
Home Economics 28
Humanities 28
Mathematics 28
Modern Languages 29
Music 29
Physical Education 29
Religious Education 29
Science 30
Social Studies 30
Speech and Drama 30
Other than by Subjects 30

Sixth Form and Tertiary Colleges
Scale 1 Posts 30

Special Education
Scale 2 Posts 30
Scale 1 Posts 30

Appointments in Scotland 31

Independent Schools
Art and Design 31
Economics 31
English 31
Mathematics 31
Modern Languages 31
Pastoral 31
Physical Education 31
Religious Education 31
Science 31
Other than by Subjects 31

Preparatory Schools
Classics 32
Modern Languages 32
Physical Education 32
Science 32
Other than by Subjects 32

Colleges of Further Education
Heads of Department 32
Other Appointments 32

Colleges and Departments of Art
Heads of Department 33
Other Appointments 33

Overseas Appointments 35,36

Administration
Local Education Authority 35

Administration General 36

Universities Appointments 34

Child Care 37

Studentships and Research Awards 34

Colleges of Higher Education
Directors and Principals 34
Other Appointments 34

Adult Education 34

Community Homes and Associated Institutes
Other Appointments 34

Assessment Centres 34

Youth and Community Service 34

Public Notices 38

Educational Courses 38

Examiners 37

Miscellaneous 37

Outdoor Education 38

English as a Foreign Language 38

Tuition 38

Awards and Scholarships 38

Personal
Announcements 38

For Sale and Wanted 38

Holidays and Accommodation 38

Home Exchange Holidays 38

Properties for Sale and Wanted 38

Educational Psychologists 37

Please address classified advertisements to:-
John Ladbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

Classified Advertisement Rates:
Single Column £2.00 per line (min. 3 lines).
Classified Display £11.40 per s.c. (min. 9.5cm × £216.60).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
Terms and Conditions of Acceptance available on request.

Nursery Education

Other Appointments

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
BEAM PRIMARY SCHOOL
Oval Road North, Dagenham, Essex
(Roll 289)
Required for September 1984:
An experienced nursery teacher. Scale 1 plus £981 per annum. Inner London allowance.
Reimbursement of removal expenses in approved cases.
Apply immediately to the Chief Education Officer, Town Hall, Barking, Essex, giving full curriculum vitae and the names and addresses of two referees one of whom should be your present or immediate past employer. (07188) 100086

BERKSHIRE

DOLPHIN SCHOOL
Hurley, Nr Henley, RG10 0BP
Tel: Twyford (0734) 341 377
Required September 1984
A qualified Nursery/Infant teacher (0.8) in the Nursery department with a genuine enthusiasm in the education of young children and a love of children.
Applicants should be able to teach reading and have knowledge of Montessori methods is desirable.
Salary based on Burnham Scale.
Letter of application with C.V. and names of two referees to the school marked "Nursery Application" as soon as possible. (0848) 100082

BIRMINGHAM

SELLY OAK NURSERY SCHOOL
56 Tiverton Road, Selly Oak
B29 6BP
Required for September Scale 2. Nursery Teacher with special responsibility for art and music.
Please apply with C.V. and two references to Headteacher. (07170) 100084

HOUNSLOW

Required for September 1984:
NURSERY TEACHERS (SCALE 1)
A small number of permanent and temporary posts are available for teachers with nursery experience and/or training.
Application forms are available from: Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref. PA/5870) to whom they should be returned as soon as possible.
LONDON ALLOWANCE: £648 p.a.
HOUNSLOW IS AN EQUAL OPPORTUNITY EMPLOYER (07174) 100085

Primary School Education

Deputy Headships

BRENT

LONDON BOROUGH OF BRENT
MORA JUNIOR MIXED SCHOOL
More Road, NW2 6TD
(Roll: 145. Social Priority School)
Headmaster: Mr D. Milnes
Required in January or earlier if possible - DEPUTY HEADTEACHER - (Group 4) for this multi-ethnic school. Candidates should be experienced teachers, prepared to initiate areas of curriculum development. Please state curriculum interests. Visits welcomed.

WEMBLEY MANOR INFANT SCHOOL
Forty Lane, Wembley HA9 7NW
(Roll: 193, plus 30 Nursery).
Required in January or earlier if possible - DEPUTY HEAD (Group 4). Substantial classroom experience and a positive commitment to developing the Multi-Racial Curriculum and Home/School Liaison essential. Previous experience of Nursery/Infant work desirable.
London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms and further details (SAE) obtainable from the Headteacher requirable within 10 days. (07157) 110018

HERTFORDSHIRE

THE BURLEIGH J.M. SCHOOL
Blindmans Lane, Cheshunt, Herts
(Head: Mr. R.F. Walker)
SCALE 2 post vacant now (or January) for experienced class teacher with Music as a special responsibility. Able to teach any age in this traditionally organised Junior School.
Write to Headmaster with c.v. and names and addresses of two referees. Please also close s.a.e. (07180) 110090

HERTFORDSHIRE

JUPITER DRIVE J.M.I. SCHOOL
Jupiter Drive, Hemel Hempstead
Required for September 1984 or as soon as possible an enthusiastic class teacher (Scale 1) for Scheme Juniors. An interest in boys' games and music would be an advantage, and a willingness to be involved with special groups including difficulties including immigrant children. Candidates should be prepared to take an active part in all aspects of school life.
Applications to Headmistress with curriculum vitae, names and addresses of two referees. (09790) 110082

HERTFORDSHIRE

RICHARD WRITINGTON JMI SCHOOL
Thompsons Gardens, Bishops Stortford, Herts
Required for September, a Teacher for top infants in this growing semi open-plan, team-teaching school. Applications for this position (or Scale 1) and a Deputy Headship are invited from enthusiastic teachers whether experienced or recently qualified.
Letters, together with telephone number and age should include details of two referees and be addressed to the Headmistress c/o Divisional Education Office, Hargrave Road, Hertford. Please arrive not later than August 31st. Interviews will be held in the week beginning August 20th. (07179) 110022

Scale 1 Posts

AVON COUNTY

CALLICROFT JUNIOR SCHOOL
Rodway Road, Patchway, Bristol BS12 5EQ
Required from 1st September 1984 teacher to share responsibilities for the teaching of Music. Applicants should be proficient pianists and a willingness to assist with other curricular activities will be an advantage.
Letters of application to the Headteacher immediately giving full C.V. and names of two referees, enclosing sae. Avon is an equal opportunities employer. (07183) 110024

HERTFORDSHIRE

JUPITER DRIVE J.M.I. SCHOOL
Jupiter Drive, Hemel Hempstead
Required for September 1984 or as soon as possible an enthusiastic class teacher (Scale 1) for Scheme Juniors. An interest in boys' games and music would be an advantage, and a willingness to be involved with special groups including difficulties including immigrant children. Candidates should be prepared to take an active part in all aspects of school life.
Applications to Headmistress with curriculum vitae, names and addresses of two referees. (09790) 110082

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KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
TUNSBURY COUNTY PRIMARY SCHOOL
Tunsbury Avenue,
Waldersea, Chatham, Kent
Required from September 1984, a teacher for an Infant Class. Ability to teach art/craft and music an advantage. College leavers welcome to apply.
Letters of application with a curriculum vitae and the names and addresses of two referees to the Headmistress at the school. (083111) 110022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
Required for September
Deputy Headteacher
SCRAGGWOOD INFANT SCHOOL
New Road, London E4
Head: Mrs. Sutton
Enthusiastic infant teachers for this 2 form entry school. Interest in Music advantageous.
Scale 2 plus Outer London Allowance.
Application form available on receipt of a s.a.e. Completed form returnable to the Chief Education Officer, Municipal Offices, High Road, London E18 2QS.
Ref.No. F54/884. (09884) 110027

Wiltshire
PRIMARY EDUCATION
SCALE 1 POSTS
AMESBURY COUNTY INFANTS SCHOOL
Coldharbour, Amesbury SP4 7AH
GROUP 3
N.O.R. 126
Permanent Scale 1 Teacher required for Top Infants Class from September, 1984. Must be able to work an integrated day.
Interest in Craft and some experience in using modern teaching developments desirable.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher as soon as possible (SAE please).
PRINCECROFT COUNTY PRIMARY SCHOOL
Princecroft Lane, Warminster, BA12 8NT
GROUP 4
N.O.R. 160
Temporary Scale 1 Teacher required from September 1984, for one year for second year Juniors. Able to offer Music and Boys' Games desirable.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher as soon as possible. (SAE please):
WANSDYKE COUNTY PRIMARY SCHOOL,
Downlands Road, Devizes, SN10 5EF
N.O.R. 291
GROUP 5
A permanent Scale 1 Teacher required from September 1984 for Juniors in a co-operative Teaching Unit.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher as soon as possible (SAE please).
(1888)

London Borough of ENFIELD
EDUCATION DEPARTMENT
PRIMARY TEACHERS
There are some Scale 1 vacancies for Infant and Junior teachers in the new school year. These posts are suitable for newly-qualified teachers.
Enfield is on the northern edge of London and has a variety of schools serving areas of different social backgrounds.
If you applied earlier this year and are still seeking a post please write and let us know; there is no need to fill in another form.
London Allowance: £645.
Application forms (large SAE) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN11 3XQ.

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
CENTRAL RISE JUNIOR AND INFANTS SCHOOL
Harvist Road, NW6 7HJ
(Roll: 511. Social Priority School)
Required from September Enthusiastic and resourceful TEACHER AS HEAD OF CDT to develop Science throughout the school. Scale 2 and allowance post available for suitably experienced candidate with ability to share responsibility for Home/School links.
Inner London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07184) 110020

PREPARATORY SCHOOLS continued

BRENT

LONDON BOROUGH OF BRENT
CHICHELE INFANTS SCHOOL
Church Lane, NW9 8JD
(Roll: 198)
Required from September (or January) for one only Temporary Scale 2 (0.5) INFANT TEACHER - Scale 1) mainly teaching and some class teaching.

KENSAL RISE JUNIOR AND INFANTS SCHOOL
Harvist Road, NW6 6HJ
(Roll: 511. Social Priority School)
Required from September to replace long leave - Temporary INFANT TEACHER for 1st Year Junior Class. Scale 1 plus 2 for person who can offer Music.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07155) 110029

HARINGEY

Progress with Humanity

ST. JOHN VIANNEY R.C. J. & I. SCHOOL
Hagley Road, London N15 3HP
Tel: 01-889 8421
An appropriately qualified and experienced teacher required for September, 1984 to work full time (0.4) throughout the school. Duties will consist of support teaching with emphasis initially on language. Salary Scale
Candidates should be practising Catholics.
Application forms may be obtained from the Chief Education Officer, 48-62 Station Road, Wood Green, London N22 4TY and should be returned to the Chairman of the Governors, Rev.Fr. Cole, The Presbytery, Vymer Road, London N15 by 10th August, 1984.
London Allowance (£987) payable.
Removal expenses - 100% claimed in approved cases. (07164) 110025

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. STEPHEN'S C.E. JUNIOR SCHOOL
Winchester Road, Twickenham, Middlesex TW2 5NX
Required for January 1985 an enthusiastic teacher capable of teaching to a high standard throughout the Junior age range. The successful candidate will be expected to play a prominent part in the organisation of boy's games and contribute to the range of school activities. Participation in Music activities welcome but not essential.
Forms (foolscap s.a.e.) from the Headteacher, Mrs. Gillian Bell, to whom they should be returned as soon as possible. (07185) 110026

KIRKLEES

METROPOLITAN COUNCIL
DEWSBURY & DISTRICT LEISURE SERVICES
DEWSBURY L.E.A. NURSERY SCHOOL
Bond Street, Batley, West Yorks
Required for September 1984, a teacher to be responsible thereto for the Nursery Unit attached to the Comprehensive School. The Unit is closely linked with the homes of pre-parenting learning difficulties, although there should also be a willingness to be involved in team teaching situations.
Application forms (s.a.e. foolscap) from the Director of Education, Dewsbury & District Leisure Services, Oldgate House, Oldgate, Dewsbury, to whom they must be returned within 14 days of the publication of this notice.
KIRKLEES IS AN EQUAL Opportunity Employer (07182) 110022

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. FRANCIS INFANT SCHOOL
Maryland Park, London E15 3NR
Head Teacher: C. A. Flynn (Miss)
Number on roll: 172 Infants plus 40 nursery
CLASS TEACHER Scale 1
Required September 1984.
A Class Teacher for 5 plus children. Applicants must be practising Roman Catholics and preferably have the Catholic Teacher's Religious Certificate.
Newham Welcome. Tel: 534 0476.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 7th August 1984.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (08110) 110028

Middle School Education

Mathematics

Scale 1 Posts

WIGAN

METROPOLITAN BOROUGH OF WIGAN
Required for Autumn, 1984
DILLOW MIDDLE SCHOOL
Buckley Street West, Wigan
WN5 7SJ
Tel: Wigan 35692
8 - 13 mixed
PART-TIME TEACHER MATHS and/or SCIENCE 5 sessions.
Apply directly to the Headteacher at the school (s.a.e. please) Ref. A.30. (09808) 183422

Physical Education

Scale 1 Posts

(ISLE OF WIGHT)

COUNTY COUNCIL
SANDHAM MIDDLE SCHOOL
Sandown
454 on roll Age range 9 - 13 years
FORELAND MIDDLE SCHOOL
Bembridge
259 on roll Age range 9 - 13 years
Required for September, Teacher of P.E. and Boys' Games. Applicants should state other specialisms offered. The appointments may be for the academic year 1984/85.
Application forms are available from the County Education Department, County Hall, Newport, Isle of Wight PO30 1UD to whom completed forms should be returned by 10TH AUGUST 1984 (s.a.e. please). (07175) 134022

WILTSHIRE

UPDEN JUNIOR SCHOOL
Upden Drive, Swindon SN3 6EX
Head Teacher: Mr N. Jones
Estimated N.O.R. January 1985 - 441
Required SEPTEMBER, 1984, enthusiastic temporary full-time teacher, willing to teach junior juniors to advanced level.
Letter of application, C.V. and names and addresses of two referees to the Headteacher at the school as soon as possible. (07184) 110032

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
St. John's R.C. PRIMARY SCHOOL
Mount Road, Upton, Wirral
Required SEPTEMBER, 1984 or as soon as possible thereafter, an enthusiastic teacher for top infants with responsibility for Music to assist with the school SCALE 1 POST.
College leavers welcome to apply.
Forms available on receipt of S.A.E. from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NG to whom they should be returned by: 10th August, 1984.

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
CARDINAL NEWMAN RC HIGH SCHOOL
Creffield Road, Acton, London W3 9QG
The Remedial/Special Needs Department requires for September 1984 on a one year temporary contract a teacher able to offer expertise with less-able and slow learning pupils between 13 and 16 years old. The teacher would be expected to teach basic literacy and numeracy skills and to contribute through this teaching to the all round personal development of these pupils.
The school is voluntary aided and mixed (11 - 18).
London Weighting £987.
Letters of application giving details of career and qualifications and the names and addresses of two referees should be sent within ten days of this advertisement to the Headmaster at the school (01-993 0532). (SAE please). (08116) 131028

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, M.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800 plus on roll.
INDIVIDUAL STUDIES FACULTY
Required for September 1984 a REMEDIAL TEACHER for General Subjects. Scale 1. One term temporary appointment.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, as soon as possible please. (08207) 131022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM PITT HIGH SCHOOL
Cazenove Road, London E17
REQUIRED FOR SEPTEMBER HOME ECONOMICS TEACHER, Scale 1/2.
For further details see our advertisement under Secondary, Home Economics, Scale 1. (09885) 131028

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984
NORTHICOTE SCHOOL,
Temporary full time teacher. Scale 1/2 to work in the Remedial Department of this inland comprehensive school during the sick leave of a member of staff.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RP (Tel: 0902 27811 Ext 2324). Please quote reference 1984/85/1. Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary aptitudes to do the job. (07126) 131026

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
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INDIVIDUAL STUDIES FACULTY
Required for September 1984 a REMEDIAL TEACHER for General Subjects. Scale 1. One term temporary appointment.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, as soon as possible please. (08207) 131022

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BEDFORDSHIRE

SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Biddy Lane, Luton, Beds.
Required for September 1984, temporary for one term, a teacher of Art, Scale 1. Please state specialist skills and experience.
Applications forms available from and returnable to the Southern Area Education Officer, 35a Old Bedford Road, Luton, Beds. (07183) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MUNDELLA SCHOOL
Wycombe Road, Leicester
11 - 16 Comprehensive
Roll 1105
ART SCALE 1
Required as soon as possible teacher of art. An interest in fabric and/or theatre arts would be an advantage.
Further details from the Head (SAE).
Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (07176) 131222

MERTON

LONDON BOROUGH OF MERTON
WIMBLEDON COLLEGE
Comprehensive High School for 850 Catholic boys aged 13 - 18
Required for Sept. 1984, a suitably qualified ART TEACHER (Scale 1) to teach the subject to 'O' and 'A' levels. The candidate must be a specialist in Printing (Screen, Lino, Block etc.).
Write for application form to the Headmaster at the above address enclosing s.a.e. (08107) 131232

Computer Studies

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Headmaster: M. Lane, B.Sc.
6 Form Entry
Comprehensive
Required for September 1984, one year, a newly qualified assistant teacher in the Computer Studies Department. Scale 1. This is a part-time vacancy (18½ hours p.w.). An ability to teach some Junior School Mathematics would be an advantage but not essential. The Department prepares candidates for C.S.E., 'O' and 'A' level examinations.
The school is housed in modern buildings on a site situated with Tudor London School for Girls. The Joint Sixth Form of 240 boys and girls offers a wide range of subjects at G.C.E. 'A' level courses.
Application form available from the Headmaster of the school (telephone Orpington 31075), to whom the completed form should be returned by 10th August 1984. (09573) 130923

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTHFLEET GRAMMAR SCHOOL
Wentworth Hall Building, Hall Road, Northfleet, Gravesend, Kent DA11 8AG
A mixed upper school providing a wide range of courses to GCE 'O' and 'A' level examinations for pupils of academic ability starting at 13 plus and 16 plus from High Schools. Roll 450, sixth form 200
Required in September 1984 a teacher with some knowledge of COMPUTING to teach COMPUTER STUDIES at least to GCE 'O' level. The subject will be introduced in the context of the Business Education Department. A graduate in another discipline whose courses has involved work with computers and who has a lively interest in computer studies will be considered. There is plenty of scope for involvement in sports or other activities.
Apply immediately by letter to the Headmaster giving full details of educational qualifications and experience and quoting the names and addresses of two referees. Closing date 7th August 1984. (08270) 130935

ESSEX

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
(Roll 900: 11 - 16 F.E.)
Tel: Stanford-le-Hope 641001
ART TEACHER Scale 1
Required for September 1984 a well qualified teacher to work within an expanding and lively department. The school has excellent facilities. Closing date: 6th August, 1984.
Curriculum vitae and names of two referees to the Headteacher at the school as soon as possible (foolscap s.a.e. please).

TORRELLS SCHOOL
Baker Road, Grays
(Roll 900)
Tel: 0375 77351
TEACHER OF GRAPHIC COMMUNICATION. Scale 1
Required in September for one term to teach Graphic Communication and Three-Dimensional Design. Ability to offer Technical Drawing an advantage.
C.V. to Headteacher at the school (foolscap s.a.e. please). (08189) 131028

Secondary Education

Remedial Posts

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Roll: 1955. 11 - 18)
Required from September TEACHER OF COMPENSATORY EDUCATION for this multi-cultural School (Scale 1). The person appointed would be required to offer Mathematics up to 'O'/CSE level as well as having a principal commitment in the compensatory field.
London Allowance of £987 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (09980) 131022

BRENT

LONDON BOROUGH OF BRENT
KYLESTONE COMMUNITY SCHOOL
Kylestone Avenue, NW6 7AD
(Comprehensive, 750 pupils, with over 100 sixth form students, enlarged by 170 adult students, social priority school)
Head: Brian Parminter, B.A., M.Ed., F.R.S.A.
Required from September, Specialist Teacher for Compensatory Education (Scale 1) to work within the faculty of languages and communications. The person appointed will work mainly with withdrawal groups of children experiencing learning difficulties, although there should also be a willingness to be involved in team teaching situations. Allowance of £987 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education (see above)
Application forms obtainable from the Headteacher returnable within 10 days. (08228) 131024

By Subject Classification

Arts and Design

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMPREHENSIVE SCHOOL
Dawson Avenue, Barking, Essex
Required for September 1984, for one term only pending permanent appointment, an Assistant Teacher of Art and/or Technical Skills to teach in Years 1 and 2. Full or part-time considered. Scale 1. Inner London and Social Priority Allowances payable.
Apply in writing immediately to Chief Education Officer, Town Hall, Barking, Essex, giving full c.v. (09892) 131032

ESSEX

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
(Roll 900: 11 - 16 F.E.)
Tel: Stanford-le-Hope 641001
ART TEACHER Scale 1
Required for September 1984 a well qualified teacher to work within an expanding and lively department. The school has excellent facilities. Closing date: 6th August, 1984.
Curriculum vitae and names of two referees to the Headteacher at the school as soon as possible (foolscap s.a.e. please).

TORRELLS SCHOOL
Baker Road, Grays
(Roll 900)
Tel: 0375 77351
TEACHER OF GRAPHIC COMMUNICATION. Scale 1
Required in September 1984 for one term to teach Graphic Communication and Three-Dimensional Design. Ability to offer Technical Drawing an advantage.
C.V. to Headteacher at the school (foolscap s.a.e. please). (08189) 131028

BEDFORDSHIRE

NORTHERN AREA
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Bedfordshire SG17 5RP
Headmaster: Mr K. Bodsworth
Tel: Hitchin 812798
13 - 18 Co-educational Comprehensive Upper School. Number on roll 900
Required for September 1984 or as soon as possible thereafter a Teacher of Technology, scale one, to teach up to 'O' level in the first instance.
A Scale post may be available for a suitably qualified or experienced candidate.
Application forms and further details from the Headmaster, see please. (09916) 132122

Craft, Design & Technology

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
ELLIOTBROOK HIGH (MIXED) SCHOOL
Brentfield Road, NW10 8HE
(Roll: 468. 11 - 18. Social Priority School)
Headteacher: Mr A.C. Davies
Required from September for one year only to replace a member of staff on secondment TEACHER of WOODWORK. Scale 2 post available for suitably qualified and experienced candidate. The appointed person would be expected to teach all abilities up to CSE in the 5th Year. Elliotbrook enjoys excellent woodwork facilities and there would be generous support from the Technical Department as a whole.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07158) 132120

HEREFORD & WORCESTER

WOLVERLEY HIGH SCHOOL
CRAFT DESIGN AND TECHNOLOGY
Please see under Scale One post. (09973) 132190

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
ROUSDEN HIGH SCHOOL
Rousden Drive, Houghton Regis, Beds
Required for September 1984, temporary for one year, a teacher of Technical Studies. Scale 1
Applications forms available from and returnable to the Southern Area Education Officer, 35a Old Bedford Road, Luton, Beds. (07182) 132122

ESSEX

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
(Roll 900: 11 - 16 F.E.)
Tel: Stanford-le-Hope 641001
ART TEACHER Scale 1
Required for September 1984 a well qualified teacher to work within an expanding and lively department. The school has excellent facilities. Closing date: 6th August, 1984.
Curriculum vitae and names of two referees to the Headteacher at the school as soon as possible (foolscap s.a.e. please).

TORRELLS SCHOOL
Baker Road, Grays
(Roll 900)
Tel: 0375 77351
TEACHER OF GRAPHIC COMMUNICATION. Scale 1
Required in September 1984 for one term to teach Graphic Communication and Three-Dimensional Design. Ability to offer Technical Drawing an advantage.
C.V. to Headteacher at the school (foolscap s.a.e. please). (08189) 131028

WALSALL

METROPOLITAN BOROUGH COUNCIL
COMPUTER STUDIES TEACHER
Scale 1 Required September 1984 to teach on various examination and non-examination courses and to contribute to a whole school computer awareness policy. Applicants should state a second subject which they could teach for part of the timetable.
Applications to the Head Teacher, Sneyd Comprehensive School, Vernon Way, Sneyd Lane, Bloxwich, Walsall. Closing Date: 7.8.84.
Walsall is an Equal Opportunity Employer. (07159) 132022

BEDFORDSHIRE

NORTHERN AREA
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Bedfordshire SG17 5RP
Headmaster: Mr K. Bodsworth
Tel: Hitchin 812798
13 - 18 Co-educational Comprehensive Upper School. Number on roll 900
Required for September 1984 or as soon as possible thereafter a Teacher of Technology, scale one, to teach up to 'O' level in the first instance.
A Scale post may be available for a suitably qualified or experienced candidate.
Application forms and further details from the Headmaster, see please. (09916) 132122

EALING

LONDON BOROUGH OF EALING EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middlesex UB1 2RT
CRAFT, DESIGN AND TECHNOLOGY
Required from January 1985 or sooner if suitable, an enthusiastic well-qualified teacher of CDT (Scale 1) to join a developing department of 3 specialists.
Candidates for this post should be able to offer CDT and Communication through a design-based, problem-solving approach throughout the 12 - 18 age range, and actively contribute to the further development of an established course in Science/Technology which is taught by both CDT and Science staff.
Candidates will be willing to offer a second subject, eg Games, would be an advantage, in addition to ability to establish links with other departments within the Creative Arts Faculty is desirable. Possible candidates are invited to visit the school by prior appointment.
London Weighting £987.
Application forms from Chief Executive Officer, Hedley House, 79-81 Uxbridge Road, London W5 2BU (SAE) to be returned by 10th August 1984. (08115) 132129

HEREFORD AND WORCESTER
COUNTY COUNCIL
WOVERLEY HIGH SCHOOL
Blakeshall Lane, Kidderminster, Worcs.
Group 11. No. on Roll: 850 approx. 6th Form: 140 approx.
13 - 18 Mixed Comprehensive
Required for September, or as soon after as possible, teacher to join DEPARTMENT OF CRAFT, DESIGN AND TECHNOLOGY.
The Department is realigning its objectives and although the applicant needs the skills of a craftsman in wood, metal and/or plastics, an understanding of the relationship between technology and these materials in a practical sense is necessary.
The post is suitable for either a probationary teacher or one with experience and qualifications which would warrant a Scale 2 post.
Apply for forms of application and further information from the Headmistress. (09973) 132132

OXFORDSHIRE

COUNTY COUNCIL
ABBEY SCHOOL
Barrineladd, Oxford OX9 8LZ
Required from September 1984 for one year initially, with possibility of becoming permanent, a temporary teacher to join the Craft Faculty who can offer a keen ability and flair in the teaching of Metal Crafts combined with some Technical Drawing, Woodwork and an interest in Technology.
Letter including details of full curriculum vitae and names of two referees to the Headteacher. SAE please. (07147) 132128

COVENTRY CITY COUNCIL
Assistant Teacher
required September 1984 at:-
Lyng Hall Girls Comprehensive School
Blackberry Lane, CV2 3JS
Tel. 0203 89447 (1311 on roll)
Business Studies Scale 1
Must be able to teach Commerce to 16+ and Economics to 'A' level.
Apply immediately by letter together with full curriculum vitae, and names and addresses of two educational referees one of whom should be present Head Teacher to the Head Teacher at the school. Enclose SAE if acknowledgement required. (1873)
an equal opportunity employer

SECONDARY C.D.T.
continued

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
DEYES HIGH SCHOOL
Deyes Lane, Maghull, Liverpool L31 6DE
TEMPORARY TEACHER OF TECHNICAL STUDIES (Scale 1) required for September 1984, for 1 year to cover for secondment. Experienced applicants familiar with C.P.V. preferred.
To teach in Lower School (1st and 2nd years) using the multi-media room.
Closing date: 3rd August, 1984.
Apply by letter to the Headteacher, enclosing a Curriculum Vitae, names and addresses of two referees and telephone numbers. (09959) 132122

STOCKPORT
Required for September 1984
TEACHER - WOODWORK
Scale 1 Plus A.P.T. & C. (£8,010)
BRINNINGTON COMMUNITY HIGH SCHOOL
Lapwing Lane, Brinnington, Stockport SK5 8LF
The ability to offer some metalwork and/or CDT would be an advantage. A commitment to the concept of a community school is very important.
Applications (no forms) direct to the Headteacher giving the names of 2 referees by 3rd August 1984. (08110) 132122

Economics

Scale 1 Posts

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOP RAMSEY CE SCHOOL
Warren Road, Ruislip HA4 8EE
(number on roll - 1080, 180 in Sixth Form)
Headmaster: J.L. Cule, B.A.
Required for September 1984, a temporary teacher of Economics who can offer a little help in other areas to cover maternity leave initially for one term. There is considerable demand for Economics in a flourishing sixth form.
Please apply in the first instance by letter to the Head of School stating the names and addresses of two referees.
Outer London Allowance Payable. (09453) 132222

SHROPSHIRE
EDUCATION COMMITTEE
ADAMS SCHOOL
Wem, Shropshire
Required for September 1984 for one term to teach Economics and Commerce to examination level.
Apply by letter to the Head (SAE). (09229) 132222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M29 7EE
(11 - 18 mixed comprehensive)
TEMPORARY TEACHER OF ECONOMICS to 'O' and 'A' level.
Apply in writing to the Headteacher at the school immediately. Ref. A.30. (09810) 132222

English

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: 01-303 5696
A well qualified teacher of English (Scale 1) required for September, or as soon as possible, to join an expanding Department in this large 11 - 18 all-ability School. The successful candidate will be expected to teach across the ability and age range. A number of new curriculum initiatives are taking place within the English Department and the wish to contribute to these developments would be desirable.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Apply by letter to the Headteacher, enclosing a Curriculum Vitae and the names and addresses of two referees. (08118) 132422

BRENT
LONDON BOROUGH OF BRENT
TEMPLE GRAFTON HIGH SCHOOL (MIXED) SCHOOL
Bridge Road, Neasden, London NW10 8HE
(Roll: 488, 11 - 18, Social Priority School)
Headteacher: Mr A.G. Davies
Required from September for one year only to cover secondment - TEACHER of ENGLISH (Scale 1). The person appointed would be expected to fit in with the lively and successful department. English taught to mixed ability groups in the first three years. Extra-curricular work includes the school magazine, a bookshop, debates etc. An interest in drama would be an additional advantage.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07156) 132422

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
SIR CHALLONER'S HIGH SCHOOL
Stokes Lane, Little Chalfont
Head: Mrs W.J. Williams M.A. Roll: 840 Girls (240 in Sixth Form)
Required from 1 September 1984, a graduate to teach English to 'O' 'A' and Oxbridge Entrance levels. An interest in Drama would be an advantage.
Please apply immediately to the Headmistress by letter with the names and addresses of two referees and SAE. (09650) 132422

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton, W3
Required from September 1984 for this new urban High School:
SCALE 1 ENGLISH POST.
Specialist, preferably graduate, teachers are required to teach throughout the school to all ability levels. There is a prospect of some work in the Sixth Form. As an important part of the Language Curriculum Area it is envisaged that the English Department will be lively and progressive. Teachers will need to be members of a team but will also be encouraged to develop their own particular interests. Each teacher will be expected to play a full part in the running of the department, including out of school activities. An interest in Drama and Computing Studies and a qualification or an interest in ESL an advantage.
London Weighting £987 pa.
Application forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE please) to be returned by 10 AUGUST 1984. (09985) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Hillmer Way, Southgate, London N13 7HY
Mixed Comprehensive Roll 800
Required for September 1984, a temporary teacher of ENGLISH and MATHEMATICS. Scale 1 (about two thirds of the work would be English including library and Remedial lessons). Temporary post to cover maternity leave.
School on one site with Sports Hall and playing field.
Application forms (large SAE) obtainable from the Headmaster, to be returned as soon as possible. (07162) 132422

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL
Wessex Way, Basingstoke RG22 6HA
Tel: Basingstoke 51122
11 - 16 Mixed Comprehensive N.O.R. 1240
Required September, 1984. Scale 1 Temporary.
A good Language/Literature to C.S.E. level. Initial telephone applications welcomed. (09645) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
No. Roll on Roll: 710
Required for September 1984 a well qualified teacher of English who can also offer Drama, Art or Music.
Applications direct to the Headmaster at the School giving the names of two referees as soon as possible. No forms.

SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1000 plus on Roll
Required for September 1984, a temporary teacher of ENGLISH, Scale 1, to teach across the ability range.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, or telephone as soon as possible. (08212) 132422

KNOWSLEY
STOCKBRIDGE COMPREHENSIVE SCHOOL
Little Moss Way, Stockbridge Village, Merseyside L28 5RL
(878 Boys and Girls S.P.A. Payable)
Required for 1 September 1984:
SCALE 1 ENGLISH TEACHER to teach across the whole age and ability range.
APPLICATIONS BY LETTER giving the names of two referees and full curriculum vitae to the Headteacher at the above school immediately. (09976) 132422

OLDHAM
METROPOLITAN BOROUGH
ENGLISH TEACHER - SCALE 1
GRANGE SCHOOL
Rochdale Road, Oldham
Required for September 1984 at this 11 - 18 mixed comprehensive of 1400 to 1500 pupils, prepared to teach all ages and abilities.
The post is temporary, to the 31st August 1985.
Please apply by letter to the Head at the school giving full c.v. and names and addresses of 2 referees immediately. (07181) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, Essex IG3 8BZ
Headteacher: Miss M.B. Evans, M.A.
Tel: 01-554 8935
Required for September 1984 TEACHER OF ENGLISH to CSE and 'O' level, with some lower school drama, if a well established department. Willingness to help with extra curricular activities is desirable.
Salary: Scale 1 plus London Weighting (£645).
Apply immediately by letter to the Headteacher giving full details of qualifications and experience and the names, addresses and telephone numbers of 2 referees. (08105) 132422

WALSALL
METROPOLITAN BOROUGH COUNCIL
ENGLISH TEACHER Scale 1
A keen and imaginative teacher, with a commitment to teach pupils of all ability ranges. Such abilities is required to join this large and well organised department. Opportunities for advanced work exist for a suitably qualified candidate. Post commences September 1984.
Apply to the Head Teacher, T.P. Riley Comprehensive School, Lichfield Road, Bloxwich, Walsall, WS3 3LU. Closing date 3.8.84.
Walsall is an Equal Opportunity Employer. (07140) 132422

WILTSHIRE
KREOD PARKWAY SCHOOL
Akers Way, Swindon SN2 2NJ
Head Teacher: Mr R.W. Cleall
11 - 16 Estimated N.O.R. September, 1984 - 1516
Required September, 1984, Scale 1 Teacher of English. Please state other subjects offered.
Letter of application, c.v., and names and addresses of two referees to the Headteacher at the school as soon as possible. (07153) 132422

Geography

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
HOYLANDE SCHOOL
Shaw Lane, Barnsley S70 6EP
(11 - 16 Mixed Comprehensive School No on Roll 730)
Headteacher: Mr J. Senior, M.A.
Required for 24 September 1984 or as soon as possible thereafter TEACHER OF GEOGRAPHY (Scale 1).
The successful applicant will be expected to teach throughout the School. An interest in sport and field work would be a recommendation.
Application, in letter together with full curriculum vitae, to include the names and addresses of two referees to the Headteacher at the School within 2 weeks of the appearance of this advertisement. (07128) 132622

CROYDON
LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M)
Maberley Road, London SE19 2JH
Tel: 01-771 2861
Tenable 5 September 1984
Required for September at this 11 - 16 High School a temporary teacher of Geography and Integrated Study. An ability to teach Geography to CSE and 'O' Level is required. Integrated Studies (History, Geography and Social) is taught in the first year. This post is to cover a maternity leave in the first instance.
SALARY ... Burnham Scale 3 with London Area Allowance.
Please send SAE for application form from and returnable to the Head Teacher at the above address as soon as possible. 08230 132622

ESSEX
ST CHARLES LUCAS COMPREHENSIVE SCHOOL
Hawthorne Avenue, Chelmsford CM2 9LU
(Roll 1475)
Tel: Chelmsford 861217
GEOGRAPHY, Scale 1
Required September, for one year, offering work throughout the age range up to CSE.
Apply immediately by detailed letter with curriculum vitae (foolscap s.a.e. please). (07182) 132622

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required September, Graduate teacher of Geography with Middle School experience. Scale 1 plus London fringe allowance £258.
Apply by letter to Headmaster giving curriculum vitae and names, addresses and telephone numbers of two referees. (07137) 132622

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
Darlington Road, Richmond DL10 7DC
(Co-educational, 11 - 18, 1485 pupils, Sixth Form 200)
Required for September as soon as possible. Teacher of GEOGRAPHY (address) to a wide range of ability and courses up to University entrance level.
Please state other interests and contribution offered, including any subsidiary subject and/or help with extra curricular activities.
A temporary appointment would be considered.
Applications, with curriculum vitae (A.s.a.e. if acknowledgement required) and the names and addresses of two referees to be sent immediately to the Headmaster at the school. (07104) 132622

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:-
MANOR COMPREHENSIVE SCHOOL
Park Hall Road, Mansfield Woodhouse, Mansfield, Notts. NG19 8QA
Headmaster: D.R. Golder, B.A.
Mixed; 1550 (11 - 18)
Graduate teacher (Scale 1) in Geography to join a well-established and successful department. Ability to teach to 'A' level standard is required.
Please apply by letter giving your full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school as soon as possible. (08680) 132622

WILTSHIRE
COUNTY COUNCIL
See advert for Lackham College of Agriculture under the Further Education section. (07151) 133022
See IVS vacancy in Lesotho under Overseas section. (09795) 133022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, Essex IG2 7BT
Headteacher: Miss M.B. Evans, M.A.
Tel: 01-554 8935
Required for September 1984 for one year to cover secondment, a temporary teacher of GEOGRAPHY. Scale 1 to cover 'O' level and CSE work.
Application forms (large SAE) obtainable from the Headteacher, to be returned as soon as possible. (07162) 132422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL
Colworth Road, London E11
Head: Mrs. P. Broomfield
REQUIRED FOR SEPTEMBER
HOME ECONOMICS SCALE 1 (plus London Allowance £987 pa)
required in this comprehensive school for girls aged 14 - 18 years (730 on roll).
Teach Home Economics and Needlecraft to mixed abilities in the 4th to 6th year. Facilities for these subjects are excellent, housed in purpose built block.
Ref. No. P83/8581.
WILLIAM FITT HIGH SCHOOL Cazenove Road, London E17
Head: Mr. P. Gould
REQUIRED FOR SEPTEMBER
HOME ECONOMICS TEACHER SCALE 1/2 (plus Outer London Allowance) required in this comprehensive school for pupils aged 11 - 18 years to teach this subject and be involved in Remedial work also.
Ref: P85/8579.
For above two posts send letter of application, CV and names and addresses of two referees to the Head Teacher concerned. (07181) 133022

History

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH
THE HIGH ARCAL SCHOOL
High Arcal Drive, Sedgley, Dudley, West Midlands DY3 1BP
(12 - 16 co-ed. comp. Group 9)
Required September GRADUATE TEACHER of HISTORY to assist in teaching throughout school. One year contract to cover sickness absence.
Letters of application with c.v., and naming two referees to Headteacher by 10th August 1984. (09800) 133822

Home Economics

Scale 1 Posts

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Gravel Hill, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5466
Required for September, or as soon as possible, a qualified teacher of Fabric Craft/Needlework and related subjects. Ability to assist with Home Economics an advantage. Scale 1 post.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Apply by letter to the Head of the School enclosing a full curriculum vitae and the names and addresses of two referees. (07119) 133022

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Roll: 1355, 11 - 18)
Required in September TEACHER (Scale 1) HOME ECONOMICS. The successful candidate should be able to teach across the ability range and be prepared to go to Ordinary and CSE level in Needlework and Home Economics.
London Allowance of £987 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (09078) 133022

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, West Midlands B36 0UB
Tel: 021-770 6811
TEMPORARY TEACHER OF HOME ECONOMICS Scale 1
Required for September 1984 in this 11 - 16 all-ability school for a period of one year (in the first instance) to teach cookery and needlework.
Apply by letter to the Headteacher enclosing C.V. and s.s.e. (07140) 133022

WALSALL
METROPOLITAN BOROUGH COUNCIL
HOME ECONOMICS
TEACHER Scale 1
Required September to teach in purpose built accommodation at this six year old Community Comprehensive School.
Applications to the Head Teacher, Sneyd Comprehensive School, Vernon Way, Sneyd Lane, Bloxwich, Walsall. Closing Date: 7.8.84.
Walsall is an Equal Opportunity Employer. (07192) 133022

WILTSHIRE
COUNTY COUNCIL
See advert for Lackham College of Agriculture under the Further Education section. (07151) 133022
See IVS vacancy in Lesotho under Overseas section. (09795) 133022

Mathematics

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Gravel Hill, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5466
Required for September, or as soon as possible, a qualified teacher of Fabric Craft/Needlework and related subjects. Ability to assist with Home Economics an advantage. Scale 1 post.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Apply by letter to the Head of the School enclosing a full curriculum vitae and the names and addresses of two referees. (07119) 133022

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Roll: 1355, 11 - 18)
Required in September TEACHER (Scale 1) HOME ECONOMICS. The successful candidate should be able to teach across the ability range and be prepared to go to Ordinary and CSE level in Needlework and Home Economics.
London Allowance of £987 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (09078) 133022

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, West Midlands B36 0UB
Tel: 021-770 6811
TEMPORARY TEACHER OF HOME ECONOMICS Scale 1
Required for September 1984 in this 11 - 16 all-ability school for a period of one year (in the first instance) to teach cookery and needlework.
Apply by letter to the Headteacher enclosing C.V. and s.s.e. (07140) 133022

WALSALL
METROPOLITAN BOROUGH COUNCIL
HOME ECONOMICS TEACHER Scale 1
Required September to teach in purpose built accommodation at this six year old Community Comprehensive School.
Applications to the Head Teacher, Sneyd Comprehensive School, Vernon Way, Sneyd Lane, Bloxwich, Walsall. Closing Date: 7.8.84.
Walsall is an Equal Opportunity Employer. (07192) 133022

BEDFORDSHIRE
NORTHERN AREA
ICKNIELD HIGH SCHOOL
Biggleswade, Bedfordshire
Required for 3.9.84 a part-time mathematics teacher of 'O' level standard. Applications are required by the 1st August. Please write for application forms to the Headteacher at the above address. Ref. No. 0/84/1. Applications are welcomed from suitably qualified candidates from the Southern Area. Oil Officer, Bedfordshire County Council, Luton, Beds. (07184) 133022

Humanities

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
ALYBOURNE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
(Co-educational, 750 pupils, with over 100 sixth form students, enlarged by 170 adult students. Social priority school)
Head: Brian Farminer, B.A. L.C.P., F.R.S.A.
Required from September (temporary appointment from one year to replace a teacher of secondment). Humanities Teacher (Scale 1) willing to contribute to the Integrated Studies programme comprising History, Geography, Social Studies and R.E. in year 1 and 2 and to offer courses in Humanities and Social Studies to the senior part of the school including curriculum vitae.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (08227) 133122

Mathematics

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
ST. CATHERINE'S SCHOOL
Watling Street, Bexleyheath, Kent
Tel: Crayford (322) 56533
Roll: 1,000, Form - 180
Required for September or January, an energetic and enthusiastic teacher of Mathematics/Computer Studies (Scale 2) with ability to teach these subjects to 'O' level. Desirable, but not essential, that Computer Studies can be taught as a 'O' level. Responsibility for developing Computer Curriculum courses and facilities. Application form and job description from Sister Paul or details from the Headteacher. Send curriculum vitae and names and addresses of two referees to the Headteacher at the School within two weeks of the appearance of this advertisement. (07197) 133422

BERKSHIRE
ASHMEAD SCHOOL
Northumberland Avenue, Reading RG2 7PD
Boys
(11 - 18 Compr. N.O.R.: 850)
required September 1984 TEACHER OF MATHEMATICS for 1 year. Post is temporary to cover secondment. The candidate may be required to teach across the age and ability range. Geography as a second teaching subject would be welcomed.
C.V. and letters of application to the Headmaster as soon as possible.
CLOSING DATE 13TH AUGUST, 1984.
An Equal Opportunity Employer. (08818) 133422

BEXLEY
LONDON BOROUGH
WELLING SCHOOL
The Road, Welling, Kent DA16 1LB
Tel: 01-304 8231
Teacher of Maths and Computer Studies required for September 1984 or as soon as possible. Well - qualified Department in 11 - 16 school. Scale 1 post suitable for experienced teacher or first appointment.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Please write in first instance to Acting Head Teacher including curriculum vitae. (07205) 133422

BRENT
LONDON BOROUGH OF BRENT
WEMBLEY HIGH (MIXED) SCHOOL
East Lane, Wembley HA0 3NT 959
Scale 3 Head of Languages. Letter of application with full curriculum vitae, names and addresses of two referees to the Headteacher. (09648) 133618

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: 01-303 5696
A well qualified teacher of English (Scale 1) required for September, or as soon as possible, to join an expanding Department in this large 11 - 18 all-ability School. The successful candidate will be expected to teach across the ability and age range. A number of new curriculum initiatives are taking place within the English Department and the wish to contribute to these developments would be desirable.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Apply by letter to the Headteacher, enclosing a Curriculum Vitae and the names and addresses of two referees and telephone numbers. (09959) 132122

BRENT
LONDON BOROUGH OF BRENT
TEMPLE GRAFTON HIGH SCHOOL (MIXED) SCHOOL
Bridge Road, Neasden, London NW10 8HE
(Roll: 488, 11 - 18, Social Priority School)
Headteacher: Mr A.G. Davies
Required from September for one year only to cover secondment - TEACHER of ENGLISH (Scale 1). The person appointed would be expected to fit in with the lively and successful department. English taught to mixed ability groups in the first three years. Extra-curricular work includes the school magazine, a bookshop, debates etc. An interest in Drama would be an additional advantage.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07156) 132422

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
SIR CHALLONER'S HIGH SCHOOL
Stokes Lane, Little Chalfont
Head: Mrs W.J. Williams M.A. Roll: 840 Girls (240 in Sixth Form)
Required from 1 September 1984, a graduate to teach English to 'O' 'A' and Oxbridge Entrance levels. An interest in Drama would be an advantage.
Please apply immediately to the Headmistress by letter with the names and addresses of two referees and SAE. (09650) 132422

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton, W3
Required from September 1984 for this new urban High School:
SCALE 1 ENGLISH POST.
Specialist, preferably graduate, teachers are required to teach throughout the school to all ability levels. There is a prospect of some work in the Sixth Form. As an important part of the Language Curriculum Area it is envisaged that the English Department will be lively and progressive. Teachers will need to be members of a team but will also be encouraged to develop their own particular interests. Each teacher will be expected to play a full part in the running of the department, including out of school activities. An interest in Drama and Computing Studies and a qualification or an interest in ESL an advantage.
London Weighting £987 pa.
Application forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE please) to be returned by 10 AUGUST 1984. (09985) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Hillmer Way, Southgate, London N13 7HY
Mixed Comprehensive
Temporary teacher of English required for September 1984, for one year. Scale 1 post. For further information, Scale 1 and Scale 2 Secondary Posts, Scale 1 posts: (07162) 132422

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:-
ALDERCLIFFE COMPREHENSIVE SCHOOL
Boundary Road, West Bridgford, Nottingham NG2 5BW
Headmistress: Mrs. P.D. Chambers, B.Sc.
Mixed: 1250 (11 - 18)
For September, or January, a teacher of MATHEMATICS (Scale 1) with a commitment to C.S.E. work. Applicants with a specialism in Computer Studies would be welcomed. Experienced teachers preferred but appointment would be considered for a graduate. Further details and application form from the Head Teacher on receipt of foolscap s.a.e.
L.A.A. £645 Assistance with removal expenses, legal fees and disturbance allowance can be considered. (08204) 133522

ENFIELD
LONDON BOROUGH OF ENFIELD
LONDON SCHOOL
Great Cambridge Rd., Enfield EN1 3RN
Required September, TEACHER of MATHEMATICS Scale 1 for this well-established comprehensive School close to Crews Hill.
The department has an excellent record of success up to university entrance.
London Allowance, £645
Please write, in the first instance, to the Headmaster, giving the names, addressed and telephone numbers of two referees. (07160) 133422

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
MAGHULL HIGH SCHOOL
Ormskirk Drive, Maghull, Liverpool L31 7AW
(11 - 18 Mixed: 820 in Sixth Form)
TEMPORARY TEACHER OF MATHS AND COMPUTING (Scale 1) required for September 1984 for one year to cover secondment to C.S.E. and 'O' level work. Computing facilities and good facilities.
Apply to the school on 051-526 2711 or 051-522 5867 for application forms and further details.
Closing date: 7th August 1984. (07165) 133422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL
Colworth Road, London E11
Head: Mrs. P. Broomfield
REQUIRED FOR SEPTEMBER
HOME ECONOMICS SCALE 1 (plus London Allowance £987 pa) required in this comprehensive School for girls aged 14 - 18 years (730 on roll).
Teach Home Economics and Needlecraft to mixed abilities in the 4th to 6th year. Facilities for these subjects are excellent, housed in purpose built block.
Ref. No. P83/8581.
WILLIAM FITT HIGH SCHOOL Cazenove Road, London E17
Head: Mr. P. Gould
REQUIRED FOR SEPTEMBER
HOME ECONOMICS TEACHER SCALE 1/2 (plus Outer London Allowance) required in this comprehensive School for pupils aged 11 - 18 years to teach this subject and be involved in Remedial work also.
Ref: P85/8579.
For above two posts send letter of application, CV and names and addresses of two referees to the Head Teacher concerned. (07181) 133022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SECRETARY MONOUX SCHOOL
Church Road, London E17
Head: Mr A. Brockman
REQUIRED FOR SEPTEMBER
MATHEMATICS TEACHER (Scale 1) plus Outer London Allowance) required in this comprehensive school for boys aged 11 - 18 years (800 on roll) to teach throughout the ability range.
Send letter of application, C.V. and names and addresses of two referees to the Headteacher at the School within two weeks of the appearance of this advertisement. (07141) 133622

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
BISHOP EASTHAM HIGH SCHOOL
Hilton Lane, Worsley M28 5WY
(11 - 16 Mixed Comprehensive, 800 on roll)
Required for September 1984, temporary teacher of French (Scale 1) from the period of September 1984 to July 1985.
Please forward s.a.e. for application form and further details to the School. Completed forms should be returned by 10 August 1984, 14 days of the appearance of this advertisement. (07174) 133522

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6811
TEMPORARY TEACHER OF FRENCH Scale 1
Required for September 1984 in this 11 - 16 all-ability school, on a temporary basis in the first instance.
Apply by letter to the Headteacher enclosing C.V. and s.s.e. (07141) 133622

WARWICKSHIRE
BILTON HIGH SCHOOL
Lawford Lane, Bilton, Rugby CV22 7JT
(919 on roll)
Required September 1984, a qualified teacher (graduate or considered) to teach French up to CSE standard and Lower School Music.
Apply in writing to the Head at the school enclosing curriculum vitae as soon as possible. (07142) 133522

BEXLEY
LONDON BOROUGH
BEXLEYHEATH TECHNICAL HIGH SCHOOL FOR BOYS
Hurst Road, Bexley, Kent DA5 1NE
Tel: Crayford 56538
Required for September or as soon as possible a teacher of French to join the Modern Languages Department.
This is a 4 - 5 F.E. Selective School (age 11+) of 750 boys. At present all boys study German, French and Spanish and about three in seven specialise in German. The successful teacher appointed will be required to teach French up to 'A' level standard and Lower School work of the Department of 3 full time members at all levels. The appointment will be for two days per week, actual times by negotiation.
Please apply directly to the Headmaster by letter giving a full account of qualifications, and experience, together with the names of two referees. (08121)

BEXLEY
LONDON BOROUGH
BISHOPSCOURT SCHOOL FOR GIRLS
Bishopscourt Road, Bidcup, Kent DA15 9NU
Tel: 01-303 1867
FRENCH SCALE 1
Required for September 1984, a graduate teacher of French (Scale 1) or French/Spanish (Scale 2) as offered by CSE and 'O' level.
Telephone before 4.8.84 or after 21.8.84 for full details.
L.A.A. £645 - assistance with removal expenses, legal fees and disturbance allowance can be considered. (08203) 133622

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231
Established 1967. Roll approximately 1,150
Co-educational catering for entire ability range.
Required September (September) 1984 Courses provided and planned include those for A, S and O level, CSE, City and Guilds (Foundation), London Chamber of Commerce and other specialist examinations.
Required for September 1984 or as soon as possible, Teacher of German Scale 1: willingness and ability to teach Geography would be welcomed. Experienced teachers preferred but appointment would be considered for a graduate. Further details and application form from the Head Teacher on receipt of foolscap s.a.e.
L.A.A. £645 Assistance with removal expenses, legal fees and disturbance allowance can be considered. (08204) 133522

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL
St. John's Road, Isleworth TW7 6DN
Pupils on Roll 1050
Tel: 01-560 6692
Required for September 1984, small qualified enthusiastic teacher of French, able to use own initiative, to teach some mixed ability classes and some classes to 'O' level and C.S.E. This is a temporary post to cover Maternity Leave.
Outer London Allowance, Comprehensive Scheme of Work.
Apply to Headmistress giving names of two referees. (09786) 133622

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
RUSSIAN WITH FRENCH
Required in January 1985 an Honours Graduate to be responsible for the teaching of Russian in the School to A level and University Entrance standard. In addition there will be a small amount of French teaching.
The School has a new language laboratory.
Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees. (09541) 133622

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
BISHOP EASTHAM HIGH SCHOOL
Hilton Lane, Worsley M28 5WY
(11 - 16 Mixed Comprehensive, 800 on roll)
Required for September 1984, temporary teacher of French (Scale 1) from the period of September 1984 to July 1985.
Please forward s.a.e. for application form and further details to the School. Completed forms should be returned by 10 August 1984, 14 days of the appearance of this advertisement. (07174) 133522

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6811
TEMPORARY TEACHER OF FRENCH Scale 1
Required for September 1984 in this 11 - 16 all-ability school, on a temporary basis in the first instance.
Apply by letter to the Headteacher enclosing C.V. and s.s.e. (07141) 133622

WARWICKSHIRE
BILTON HIGH SCHOOL
Lawford Lane, Bilton, Rugby CV22 7JT
(919 on roll)
Required September 1984, a qualified teacher (graduate or considered) to teach French up to CSE standard and Lower School Music.
Apply in writing to the Head at the school enclosing curriculum vitae as soon as possible. (07142) 133522

BEXLEY
LONDON BOROUGH
BLACKFEN TECHNICAL HIGH SCHOOL FOR BOYS
Hurst Road, Bexley, Kent DA5 1NE
Tel: Crayford 56538
Required for September or as soon as possible a teacher of French to join the Modern Languages Department.
This is a 4 - 5 F.E. Selective School (age 11+) of 750 boys. At present all boys study German, French and Spanish and about three in seven specialise in German. The successful teacher appointed will be required to teach French up to 'A' level standard and Lower School work of the Department of 3 full time members at all levels. The appointment will be for two days per week, actual times by negotiation.
Please apply directly to the Headmaster by letter giving a full account of qualifications, and experience, together with the names of two referees. (08121)

BEXLEY
LONDON BOROUGH
BISHOPSCOURT SCHOOL FOR GIRLS
Bishopscourt Road, Bidcup, Kent DA15 9NU
Tel: 01-303 1867
FRENCH SCALE 1
Required for September 1984, a graduate teacher of French (Graduate teacher of French/Spanish (Scale 2) as offered by CSE and 'O' level.
Telephone before 4.8.84 or after 21.8.84 for full details.
L.A.A. £645 - assistance with removal expenses, legal fees and disturbance allowance can be considered. (08203) 133622

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231
Established 1967. Roll approximately 1,150
Co-educational catering for entire ability range.
Required September (September) 1984 Courses provided and planned include those for A, S and O level, CSE, City and Guilds (Foundation), London Chamber of Commerce and other specialist examinations.
Required for September 1984 or as soon as possible, Teacher of German Scale 1: willingness and ability to teach Geography would be welcomed. Experienced teachers preferred but appointment would be considered for a graduate. Further details and application form from the Head Teacher on receipt of foolscap s.a.e.
L.A.A. £645 Assistance with removal expenses, legal fees and disturbance allowance can be considered. (08204) 133522

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WARWICK BOYS SCHOOL
Forest Road, London E17
Head: Mr C. Ruff
REQUIRED FOR SEPTEMBER
MUSIC TEACHER SCALE 1 plus Outer London Allowance) required in this comprehensive school for Boys aged 11 - 14 years (450 on roll) to teach throughout the school.
Send letter of application, C.V. and names and addresses of two referees to the Headteacher at the School within two weeks of the appearance of this advertisement. (07143) 133522

Music

Scale 1 Posts

NORTH YORKSHIRE
COUNTY COUNCIL
AIREDALE HIGH SCHOOL
Secondary School
Skipton
(11 - 16)
Required for September 1984, temporary teacher of MUSIC. An interest in Drama an advantage. Application forms from the Headteacher, Water Street, Skipton BD23 1PD. (S.A.E. please) upon completed forms should be returned by 10 August 1984. (07139) 133422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WARWICK BOYS SCHOOL
Forest Road, London E17
Head: Mr C. Ruff
REQUIRED FOR SEPTEMBER
MUSIC TEACHER SCALE 1 plus Outer London Allowance) required in this comprehensive school for Boys aged 11 - 14 years (450 on roll) to teach throughout the school.
Send letter of application, C.V. and names and addresses of two referees to the Headteacher at the School within two weeks of the appearance of this advertisement. (07143) 133522

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6811
TEMPORARY TEACHER OF FRENCH Scale 1
Required for September 1984 in this 11 - 16 all-ability school, on a temporary basis in the first instance.
Apply by letter to the Headteacher enclosing C.V. and s.s.e. (07141) 133622

Modern Languages

Heads of Department

HAMPSHIRE
HAYNYNEE SCHOOL
Bodycross Road, Chandler's Ford
(11 - 16 Comp. Mixed N.O.R. 959
Scale 3 Head of Languages. Letter

Science

Heads of Department

GWYNEDD
CYNGOR SIR GWYNEDD
COUNTY COUNCIL
ADRAN ADDYSG
ADDYSG GYMUNEDOL
Porthmadog
(cyfun 11 - 18; 656 o ddisgyblion)
Yn eisieu ar gyfer Medi 1984 neu Ionawr 1985 - PENNAETH YR ADRAN FFISEG i fod yn gyfrifol am y pwnc hwn a'i safon arholiadau O ac A. Cyf. Isg. Cymhwyso'r Cwrs Cenedlaethol Ceisiadau irwy lythyr (dim ffurflenni) at y Prifathro, Dyddiad cau 10 Awst 1984.
Gwilym E. Humphreys,
Cyfarwyddwr Addysg.

EDUCATION DEPARTMENT
YSGOL EIFIONYDD
Porthmadog
(secondary 11 - 18; 656 pupils)
Required for September 1984 or January 1985 a HEAD OF PHYSICS DEPARTMENT to be in charge of the subject up to O and A level standard. Knowledge of Welsh an advantage. Salary scale (readvertisement).
Applications through letter (no forms) to the Headteacher by 10 August 1984.
Gwilym E. Humphreys,
Director of Education.
(07125) 134816

HERTFORDSHIRE
THE MARGARET DANE SCHOOL
Parsonage Lane, Bishop's Stortford, Herts.
(11 - 18 Comprehensive - 650 on roll)
Required January HEAD OF CHEMISTRY (Scale 3) to join team of scientists in modern purpose-built block. Enthusiastic versatile, classroom teacher prepared to contribute to the development of the sciences, informal activities, and the organisation and planning of the school as a whole. Sound practical educational qualifications and comprehensive experience essential. Capacity to contribute to modern mathematics would be considered an advantage.
This is an additional advertisement. Previous applicants are automatically being considered and need not re-apply.
Further details from the Head to whom applications should be sent by mid-September with full tabulated curriculum vitae, name, address and telephone number of three referees, and brief covering letter. (01884) 51331 134818

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ROBURN COLLEGE OF FURTHER & CHANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: Dartford 347831
Required for Autumn Term 1984 a temporary Science teacher, Scale 1, in this newly designated, mixed, Technical School of 650 pupils.
Candidates who are able to offer advice and encouragement will be at a distinct advantage, and in addition the successful candidate will be involved in extending the Experience or a desire to extend the work of other departments, particularly technology, would be of great assistance.
Requests for application forms (enclose S.A.E.) should be sent to the Headteacher.
L.A.A. £645. (08117) 134832

BEXLEY
LONDON BOROUGH
BEXLEYHEATH TECHNICAL HIGH SCHOOL FOR BOYS
Bexleyheath, Kent DA6 7NE
Tel: Dartford 56538
Wanted for September 1984, or as soon as possible, a teacher of Chemistry.
This is a 5 Form Selective School with a large Sixth Form and strong emphasis on high academic standards in Mathematics, Physical Science and Technology.
The person who is appointed will be expected to contribute to the teaching of Nuffield Chemistry at all levels from the First Year to the Upper Sixth. This will be a temporary appointment to cover maternity leave. L.A.A. £645.
Application should be made by letter to the Headmaster giving a full account of qualifications and experience, and the names of two referees. (08136) 134822

BEXLEY
LONDON BOROUGH
ST. CATHERINE'S SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent DA6 7QL
Tel: Crayford (0322) 56333
Roll 710 6th Form - 100
Required for September 1984, part-time, teacher of Science, two half days. Ability to teach C.S.E. or 'O' level in at least one Science subject.
Application forms available from the Head Teacher, please enclose foolscap s.a.e.) L.A.A. £645. (08209) 134829

BRENT
LONDON BOROUGH OF
BRENT
AYLESTONE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
(Comprehensive, 750 pupils, with over 100 adult students, social priority school)
Head: Brian Farminer, B.A., L.C.P., F.R.S.A.
Required from September or as soon as possible thereafter a Scale 1 Teacher of Drama to Junior pupils, taking responsibility for annual production and teaching English to public examination level. Scale 2 for suitable candidate.
Salary Scale: £5,178 - £8,148 p.a. plus £54 for Good Honours Graduate plus London Addition £645.
In each case assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (S.A.E.) to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. (07163) 135229

BEDFORDSHIRE
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: Mr B.H. Smith
Tel: Bedford 64311
13 - 18 Co-educational Comprehensive School, number on roll: 1,000
Required for September 1984, for the Autumn Term only, a teacher for Drama. Scale one with subsidiary music, dance or girls P.E.
Application forms and further details from the Headmaster, SAE please. (07156) 135222

BRENT
LONDON BOROUGH OF
BRENT
KINGSBROOK HIGH (MIXED) SCHOOL
Brantridge Road, NW10 8HE
(Roll: 488. 11 - 18. Social Priority School)
Headteacher: A.G. Davies
Required from September - TEACHER OF DRAMA (Scale 1). Drama is taught to all pupils from 1st - 3rd Year, and there is a Mode 3 Option Group in Years 4 and 5. The person appointed will join a team within the English Department and there would be opportunity to teach some English.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07157) 135833

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton, W3
Required from September 1984 for this new urban high school:
Scale 1 Teacher of Drama. 1 year temporary contract.
Specialist is required to teach throughout the school to all ability levels.
As an important part of the Performing Arts Curriculum Area it is envisaged that the Drama Department will be lively and progressive.
Teachers will need to be enthusiastic and hard working, also be encouraged to develop their own particular interests. Each teacher will be expected to take a full part in the running of the department, including out of school activities. An ability to teach some English would be an advantage.
London Weighting £987.
Application forms from Chief Education Officer, London Borough of Ealing, Hedges House, 153 Windmill Rd., Ealing, W5 5BU. (SAE please) to be returned by 10th August 1984. (09985) 135999

EALING
LONDON BOROUGH OF
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton, W3
Required from 1st September 1984 for this new urban high school:
Scale 1 Teacher of Drama. 1 year temporary contract.
Specialist is required to teach throughout the school to all ability levels.
As an important part of the Performing Arts Curriculum Area it is envisaged that the Drama Department will be lively and progressive.
Teachers will need to be enthusiastic and hard working, also be encouraged to develop their own particular interests. Each teacher will be expected to take a full part in the running of the department, including out of school activities. An ability to teach some English would be an advantage.
London Weighting £987.
Application forms from Chief Education Officer, London Borough of Ealing, Hedges House, 153 Windmill Rd., Ealing, W5 5BU. (SAE please) to be returned by 10th August 1984. (09985) 135999

NORFOLK
CAISTER HIGH SCHOOL
Windsor Road, Caister, Gt. Yarmouth NR30 5LS
N.O.R. 640 12 - 16 Mixed
Required for September, 1984 for one term, Temporary Scale 1 Teacher of Chemistry with some Physics.
Re-advertised. Previous applicants who still wish to be considered should ring the Headteacher, Gt. Yarmouth 730343.
Application by letter, to the Headteacher at the school, enclosing curriculum vitae and the names of two referees as soon as possible. (09806) 134822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8RO
(Tel: 01-876 8892)
SCIENCE (Part-time)
Required for September, a part-time teacher to cover mainly lower school classes in Integrated Science. Hours by arrangement.
Shene is an 11 - 16 mixed comprehensive of 850 pupils situated in pleasant grounds close to Richmond Park.
Apply in writing as soon as possible to the Head teacher, enclosing an s.a.e. and names and addresses of two referees. (09458) 134822

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Meanside Road, Salford M7 0QH
Tel: 789 1748/8375
(600 on roll 11 - 16 Mixed Comprehensive)
Required for September 1984 a Scale 1 teacher to teach General Science in the Lower School and Biology up to 16plus level.
Please telephone the school for application forms and further details.
Completed forms should be returned to the Headteacher at the school as soon as possible. (07122) 134826

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
HOLLY LODGE HIGH SCHOOL
(11 - 16 Comphensive)
Required for September 1984.
PHYSICAL SCIENCE with combined science in Lower School (Scale 1 Exam work available.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.
Canvassing of members of the authority will disqualify. An equal opportunity employer. (09617) 134822

WALSALL
METROPOLITAN BOROUGH COUNCIL
SCIENCE TEACHER - Scale 1
To teach Science to 1st and 2nd years, plus Physics/Chemistry or Biology to 3rd, 4th and 5th years. 6th Form work could be available for a suitably qualified applicant.
Starting date: 3.9.84.
Applications to the Head Teacher, Willenhall Comprehensive School, Furzebank Way, Willenhall WV13 4BD.
Closing date: 7.8.84.
Willenhall is an Equal Opportunity Employer. (09815) 134822

WALSALL
METROPOLITAN BOROUGH COUNCIL
SCIENCE TEACHER Scale 1
Required September, for one term, to join a large well equipped department. To teach integrated science and own specialist subjects.
Applications to the Head Teacher, Willenhall Comprehensive School, Furzebank Way, Willenhall WV13 4BD.
Closing date: 7.8.84.
Willenhall is an Equal Opportunity Employer. (09815) 134822

Social Studies

Scale 1 Posts

WALTHAM FOREST
SIR GEORGE MONOUX SCHOOL
Chingford Road, London E17
Head: Mrs. Brockman
REQUIRED FOR SEPTEMBER TEMPORARY TEACHER OF SOCIOLOGY SCALE 1 (plus Outer London Allowance) required in this comprehensive school for boys aged 14 - 18 years (800 on roll) to teach Sociology and Social Studies throughout the school covering for a maternity leave.
Send letter of application, CV and names and addresses of two referees to the Headteacher. Ref: TES/SS (09821) 135098

Speech and Drama

Scale 1 Posts

BARNET
LONDON BOROUGH
EDGWARE
COMPREHENSIVE SCHOOL
Green Lane, Edgware, HA8 8BY
Tel: 01-958 5310
Mixed, Roll 961. Sith Form 140
Required for end of October 1984, Teacher of DRAMA and ENGLISH. Scale 1. Post consists of teaching Drama to Junior pupils, taking responsibility for annual production and teaching English to public examination level. Scale 2 for suitable candidate.
Salary Scale: £5,178 - £8,148 p.a. plus £54 for Good Honours Graduate plus London Addition £645.
In each case assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (S.A.E.) to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. (07163) 135229

BEDFORDSHIRE
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: Mr B.H. Smith
Tel: Bedford 64311
13 - 18 Co-educational Comprehensive School, number on roll: 1,000
Required for September 1984, for the Autumn Term only, a teacher for Drama. Scale one with subsidiary music, dance or girls P.E.
Application forms and further details from the Headmaster, SAE please. (07156) 135222

BRENT
LONDON BOROUGH OF
BRENT
KINGSBROOK HIGH (MIXED) SCHOOL
Brantridge Road, NW10 8HE
(Roll: 488. 11 - 18. Social Priority School)
Headteacher: A.G. Davies
Required from September - TEACHER OF DRAMA (Scale 1). Drama is taught to all pupils from 1st - 3rd Year, and there is a Mode 3 Option Group in Years 4 and 5. The person appointed will join a team within the English Department and there would be opportunity to teach some English.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07157) 135833

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton, W3
Required from 1st September 1984 for this new urban high school:
Scale 1 Teacher of Drama. 1 year temporary contract.
Specialist is required to teach throughout the school to all ability levels.
As an important part of the Performing Arts Curriculum Area it is envisaged that the Drama Department will be lively and progressive.
Teachers will need to be enthusiastic and hard working, also be encouraged to develop their own particular interests. Each teacher will be expected to take a full part in the running of the department, including out of school activities. An ability to teach some English would be an advantage.
London Weighting £987.
Application forms from Chief Education Officer, London Borough of Ealing, Hedges House, 153 Windmill Rd., Ealing, W5 5BU. (SAE please) to be returned by 10th August 1984. (09985) 135999

Other than by Subject Classification

Heads of Department

BRENT
LONDON BOROUGH OF
BRENT
AYLESTONE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
(Comprehensive, 750 pupils, with over 100 adult forms, enlarged to 170 adult students, social priority school)
Head: Brian Farminer, B.A., L.C.P., F.R.S.A.
Required from September or as soon as possible thereafter Head of Counselling Support Unit (Scale 3). The Counselling Support Unit is based away from the main school and it is for children with special needs who are counselled for a maximum period of a fortnight before returning to main school.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07157) 135833

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF
BRENT
AYLESTONE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
(Comprehensive, 750 pupils with over 100 adult forms, enlarged to 170 adult students, social priority school)
Head: Brian Farminer, B.A., L.C.P., F.R.S.A.
Required for September or as soon as possible thereafter Assistant Head of Counselling Support Unit (Scale 2). The Counselling Support Unit is based away from the main school and it is for children with special needs who are counselled for a maximum period of a fortnight before returning to main school.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (07157) 135833

Scale 1 Posts

BRENT
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chiltern Drive Road, Sidcup, Kent DA14 6BP
Tel: 01-309 7700
Roll 750 - 150 Sixth Form
Physics/Mathematics Teacher. Scale 1. Required for September 1984, or as soon as possible, a well qualified graduate to assist in the teaching of these subjects to 'O' and 'A' level standards. Both subjects are well established in the school where a policy of 'O' level Mathematics for 4 years for some pupils encourages flourishing science classes in Form 6. Assistance with names (boys or girls) would be an advantage. Applications from newly qualified teachers welcomed.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details and application forms are available from the Headteacher, Mrs. M.E. Lovegrove, enclose foolscap s.a.e.). Completed application forms should be returned within two weeks of the date of this advertisement. (07200) 135622

BOLTON
METROPOLITAN BOROUGH
HAYWARD SCHOOL
Deane Lane, Bolton BL3 5HH
(11 - 16)
MATHS SCALE 1
Teacher required from 1st September 1984.

ST. JOSEPH'S R.C. SCHOOL
Chorley New Road, Horwich, Bolton BL6 6HW
(11 - 16)
MATHS SCALE 1
Teacher required from 13th August 1984 or as soon as possible thereafter.

TURTON HIGH SCHOOL
Chapeltown Road, Bolton BL7 9LT
(11 - 18)
GEOGRAPHY SCALE 1
Teacher required from 1st September to teach Geography throughout the school. Interest in field work an advantage. 'A' level work available for suitable candidate.
Application forms obtainable from Director of Education and Arts, P.O. box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 8th August 1984. (09674) 135622

CLEVELAND
COUNTY OF CLEVELAND
An equal opportunities employer
HARTLEPOOL SIXTH FORM COLLEGE
Blakelock Road, Hartlepool, Cleveland TS25 2PF
SCALE 2 ENGLISH/HISTORY
Required for September, 1984, for one year, a teacher of English with History. The English could include some 'O' level work in the 5th form and there is also some General Studies work available for a suitable candidate.
The college will have students aged between 16 and 19 years.
Applications by letter in the first instance to the Principal, Designate, Brinkburn School, Brinkburn Road, Hartlepool, Cleveland TS25 2PF. (Tel: Hartlepool 732389) as soon as possible.
Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees. (08109) 135622

ROTHERHAM
METROPOLITAN COUNCIL
CLIFTON COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 818 on roll
Required for September, 1984, ASSISTANT TEACHER - SCALE 1.
Teacher for Mathematics and Science throughout the school, with commitment to the Department for Special Educational Needs will be expected. Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Middle Lane, Rotherham S65 3SN (Tel: Rotherham 74985).
G. Crane, Acting Director of Personnel Resources. (007891 135622

Special Education

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
WINTERFIELD HOUSE SCHOOL
Huntsmans Lane, Maidstone ME14 5DY
(Roll: 950 Boys 11 -17)
Required September 1984 Teacher of Physics to join specialist team of 6. Laboratory facilities are excellent and the post offers examination work to C.S.E. and O Level in Physics, Biology and General Science. The School has an impressive farm unit which the successful candidate could use as an educational resource, as interest in the use of computers in Science would be a further recommendation. Scale 2 post is available for experienced candidate.
Apply by letter to the Head Teacher, Mr B.J. Cole, giving curriculum vitae and name of two professional referees (S.A.E.). (08308) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester
NOR 1157
LIFE SCIENCE SCALE 1
Teacher of Life Science required August 1984 for this new city centre, multi-ethnic community college.
To join department of nine. Interested insight to Science in its lower years - CSE and 'O' Level. Lively supportive atmosphere with opportunities for practical work in classroom and community development. (08677) 134828

Sixth Form and Tertiary Colleges

Scale 1 Posts

BERKSHIRE
BUSINESS STUDIES
International VI Form College requires tutor to teach and coordinate B.T.E.C. National Diploma in Business and Finance. Marketing desirable. Suit recent graduate; residence non-resident.
Write with CV and references to The Principal, Padworth College, Padworth, near Reading, Berkshire. (08668) 134805

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE
Egerton Road, Twickenham, Middlesex
N.N.E.B. EDUCATION TUTOR (Shared post)
Wanted for September half-time Lecturer in Nursery Nurses' Examining Board Course (equivalent to work 15 hours a week.
The job would be suitable for a qualified nursery or infant teacher with some years' experience.
Further particulars and application form, returnable within two weeks of the date of this advertisement, may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Foolscap self-addressed envelope only) (08459) 134831

STAFFORDSHIRE
EDUCATION COMMITTEE
CITY OF STOKE ON TRENT
SIXTH FORM COLLEGE
Hill Victoria Road, Penkhull, Stoke on Trent ST4 4RB
Required from September - TEACHING SYSTEMS PHYSICS to G.C.E. 'A' level. This is a new appointment for experienced teachers and those seeking their first appointment. Scale 2 post.
Application forms and further details available from and returnable to the Principal at the College.
All applicants are asked to note that it is the Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (07158) 135622

Scale 1 Posts

CUMBRIA
CEDAR HOUSE SCHOOL
Kirkby Lonsdale
A vacancy will occur in September for a Teacher of Physical Education in the girls' residential school for children with behavioural difficulties and specific learning difficulties.
The policy of the school is to encourage potential teachers to spend some time working with the children before transferring to the Education Diploma course. Interest in working with adult qualified teachers in the field of special education. An ability to help with the teaching of craft subjects would be an advantage.
Applications to the Principal, Cedar House School, Kirkby Lonsdale, via Carnforth, Lancs. (09658) 134831

HAMPSHIRE
DRAYTON MANOR SCHOOL
A special school invites applications from suitably qualified persons who are experienced in Steiner Waldorf education to join a dedicated and prepared team of teachers responsibility of running a special school on this basis.
Please write to Peter Mansfield, Drayton Manor School, Sheffield on Loddon, Basingstoke, Hants. RG25 2JD. (07172) 135622

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
GLEBELANDS UNIT
Hermitage Lane, Maidstone ME17 1HR
Required September 1984 a Teacher in charge of a unit for children with severe learning difficulties. Applicants should hold an initial qualified teaching status and have at least three years' experience in the field of special need and have experience, although these posts could be suitable for teachers seeking their first appointments.
Application forms from and returnable to Mrs. P. Reed (Tel: Maidstone 51371), County Hall, SE1 7PB (no s.a.e. necessary).
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (09459) 135622

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
Gillotts Lane, Henley on Thames RG9 1PB
(Roll 1113 - 11 - 18 Comprehensive Roll 1018
Required for September 1984 or January 1985, a teacher for the Special Needs department. Scale 1 post. Ability to teach in the department and also to teach Humanities in the main school.
Apply by letter (no forms) giving curriculum vitae and naming two educational referees to the Headteacher from whom further details are available. (SAE please) (07109) 135622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HAWKSWOOD SCHOOL FOR GIRLS
Ashdon Hill, London E4
(11 - 18 Comprehensive)
REQUIRED FOR SEPTEMBER, 1984
TEACHER OF PERIPATETIC
TEACHER SCALE 1 (plus Outer London Allowance).
Qualified teacher of the deaf required to give intensive support to a small number of hearing impaired pupils integrating mainstream school in the borough.
Application form and further details available (send S.A.A.) from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ. Ref: 87/980.

JOSEPH CLARKE SCHOOL
Lea Bridge Road, London E4
Head: Mr R. Connelly
REQUIRED FOR SEPTEMBER 1984 TEACHER OF PHYSICAL EDUCATION (Scale 1) for this day school for children with severe learning difficulties. Applicants should be able to teach Physical Education across the ability range and to contribute to the secondary age curriculum. Scale 2 if suitable plus Outer London Allowance.
Application form and further details available from the Divisional Education Officer, Lea Valley House, Billings Road, Maidstone (SAE please). Closing date 24.8.84. (08457) 135622

LONDON
Inner London Education Authority
TEACHERS - SCALE 1 plus EA
Required for September 1984, teacher for a limited number of vacancies in special schools for children with severe learning difficulties. Applicants should hold an initial qualified teaching status and have at least three years' experience.
Further particulars and application form, returnable within two weeks of the date of this advertisement, may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Foolscap self-addressed envelope only) (09459) 134831

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
Gillotts Lane, Henley on Thames RG9 1PB
(Roll 1113 - 11 - 18 Comprehensive Roll 1018
Required for September 1984 or January 1985, a teacher for the Special Needs department. Scale 1 post. Ability to teach in the department and also to teach Humanities in the main school.
Apply by letter (no forms) giving curriculum vitae and naming two educational referees to the Headteacher from whom further details are available. (SAE please) (07109) 135622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HAWKSWOOD SCHOOL FOR GIRLS
Ashdon Hill, London E4
(11 - 18 Comprehensive)
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Inner London Education Authority
TEACHERS - SCALE 1 plus EA
Required for September 1984, teacher for a limited number of vacancies in special schools for children with severe learning difficulties. Applicants should hold an initial qualified teaching status and have at least three years' experience in the field of special need and have experience, although these posts could be suitable for teachers seeking their first appointments.
Application forms from and returnable to Mrs. P. Reed (Tel: 01-207 7821), County Hall, SE1 7PB (no s.a.e. necessary).
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (09459) 135622

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton, Shropshire
Required for September 1984 or January 1985. Full time temporary teacher (one year in the first instance. Scale 1 plus Special Schools allowance to work in a unit for children with moderate learning difficulties. The unit is attached to the Comprehensive School.
Further details and application forms from the Head (SAE). (07134) 135622

WEST SUSSEX
SOUTHERN AREA
Required September 1984 TEACHER OF GENERAL SUBJECTS. Scale 1 plus Special Class allowance for pupils in full age and ability range to join small team of teachers for day Teaching Unit at St. Christopher's, Rustington. St. Christopher's is a Reception, Observation and Assessment Centre for Educational Remand. The Teaching Unit and its staff come under the direction of the Head of the 11 - 18 Comprehensive School.
Applicants should write to the Headmaster, The Littlehampton School, Littlehampton, giving personal details and quoting names and addresses of two referees. (09659) 135622

Independent Schools

By Subject Classification

Arts and Design

Other Assistants

ESSEX
Required for September 1984, or as soon as possible thereafter, a qualified teacher of Art and Craft to 'O' Level.
Apply, as soon as possible, with full c.v. and three referees to Headmistress, Braeside School for Girls, High Road, Buckhurst Hill, Essex IG9 5SD. (09665) 181224

Economics

Other Assistants

LONDON W13
SALING COLLEGE UPPER SCHOOL
85 The Avenue, West Ealing, W13 8JS
(Independent 11 - 18)
Required for September 1984, Graduate Teacher of POLITICS at Level and ECONOMICS to O-level. History and/or Sociology an advantage.
Scale 1 post.
Apply in writing, with names and addresses of 2 referees to The Headmaster. (07186) 182224

English

Other Assistants

LONDON
Required from September by Southbank-The Americas International School a teacher of English for 14 to 18. Including the International Baccalaureate. Southbank is a small friendly and innovative coeducational school.
Apply in writing to the Headmaster, 55 Eccleston Square, London SE1V 1PH, giving names of two referees. (09658) 182424

Mathematics

Other Assistants

LAKE DISTRICT
ST ANNE'S SCHOOL
Windermere, Cumbria
MATHEMATICS
Required for January 1985 a graduate to teach Mathematics throughout the School and join a strong Department of four. The successful candidate will be able to offer Pure and Applied (Mechanics and/or Statistics) Mathematics to University Entrance standard; a willingness to be involved with a developing computing facility (RML 480 Network) would be an advantage.
Salary Burnham; Govt. Superannuation applies. Accommodation may be provided.
Applications, with full CV, telephone number(s) and details of 3 referees, should be sent to the Headmaster as soon as possible. (07964) 183424

Modern Languages

Other Assistants

LAKE DISTRICT
ST ANNE'S SCHOOL
Windermere, Cumbria
FRENCH
Required for January 1985, French Specialist to teach to 'O' level.
Strong Modern Lange Dept. Exchanges with French School.
Salary Burnham; Govt. Superannuation applies. Accommodation may be provided.
Applications, with full CV, telephone number(s), and details of 3 referees, should be sent to the Headmaster as soon as possible. (07965) 182624

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
RUSSIAN WITH FRENCH
Required in January 1985 an Honours Graduate to be responsible for the teaching of Russian in the School to A level and University entrance standard. In addition there will be a small amount of French teaching.
The School has a new language laboratory.
Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees. (09461) 183624

Physical Education

Other Assistants

HARROW
Required for September, 1985, qualified P.E. Teacher able to coach swimming, football and cricket and to offer English or Maths as subsidiary in middle school years. Responsible for P.E. and games throughout - Boys aged 7 - 17.
Application, with 2 references and C.V. to: Headmaster, Harrow High School, 53 Sheepcote Road, Harrow, Middx. HA1 3JL. (07177) 184224

Pastoral

Other Assistants

LONDON
Required from September by Southbank-The Americas International School a teacher of English for 14 to 18. Including the International Baccalaureate. Southbank is a small friendly and innovative coeducational school.
Apply in writing to the Headmaster, 55 Eccleston Square, London SE1V 1PH, giving names of two referees. (09658) 182424

MIDDLESEX
BUXLOW PREPARATORY SCHOOL
Required urgently for September 1984 Qualified Form Teacher for mixed class of 10/11 year old children in a happy academic school. Experience in preparation for Public School entry essential. Experience with drama, and boys games desirable.
Applications by post c/o 104 Draycott Avenue, Kenton, Harrow, Middx. HA3 0BY, or by telephone 01-907 6983. (09418) 184024

OXFORDSHIRE
ST. MARY'S SCHOOL
Wantage
Church of England boarding school for 300 girls aged 11 - 18
ASSISTANT HOUSEMISTRESS
Required for September. Duties include supervision of girls in out-of-school hours, preparation meals, etc. Salary on the School's Administrative Scale 1, plus full board and lodging in term-time.
Apply to the Headmistress as soon as possible with c.v. and names of two referees. (07150) 184024

RUTLAND
OAKHAM SCHOOL
Required for September 1984: Resident Tutor to care for a senior girls' boarding house. Pastoral with some academic duties.
For full details. Apply: The Housemaster, The Round Room, Oakham School, Chapel Close, Oakham, Rutland LE15 6DA. Tel: Oakham 3079. (07?) (09199) 184024

Religious Education

Other Assistants

GRIMSBY
ST. JAMES' SCHOOL
The Choir School of Great Grimsby Parish Church
and
An Associated School of the Woodard Corporation
Required for September 1985 a SPECIALIST to teach to O.C.E. 'O' and 'A' level. Ability to offer games, football and cricket and to offer English or Maths as subsidiary in middle school years. Responsible for P.E. and games throughout - Boys aged 7 - 17.
Application, with 2 references and C.V. to: Headmaster, Harrow High School, 53 Sheepcote Road, Harrow, Middx. HA1 3JL. (07177) 184224

Physical Education

Other Assistants

HARROW
Required for September, 1985, qualified P.E. Teacher able to coach swimming, football and cricket and to offer English or Maths as subsidiary in middle school years. Responsible for P.E. and games throughout - Boys aged 7 - 17.
Application, with 2 references and C.V. to: Headmaster, Harrow High School, 53 Sheepcote Road, Harrow, Middx. HA1 3JL. (07177) 184224

RUTLAND
OAKHAM SCHOOL
Required for September 1984: Resident Tutor to care for a senior girls' boarding house. Pastoral with some academic duties.
For full details. Apply: The Housemaster, The Round Room, Oakham School, Chapel Close, Oakham, Rutland LE15 6DA. Tel: Oakham 3079. (07?) (09199) 184024

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon OX15 5QL
Required for September an Assistant Boys Housemaster of age range 11 to 16 in this co-educational Quaker Secondary School. This is a resident post with bachelor accommodation. Additional allowance £700 plus per annum, heavily subsidised meals during term time. The post could be committed with that of a School Physician based in the laboratories, this calls for clinical, scientific and engineering skills or S) Part-time tutor to small groups in 'A' level History & Economics or set employment elsewhere provided this will not interfere with the extensive house duties.
For information about the School, write to the Bursar 0295 78 441.
Applications in writing to the Headmaster as soon as possible. (07195) 184024

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury
Required for September 1984 a resident Assistant Housemistress for 17 form house able to take responsibility for up to 50 girls 16 - 18.
A willingness to be fully involved in a range of extra curricular activities for younger girls is also required. Ideally successful applicant will be qualified to assist with Physical Education throughout the school. No academic teaching is available but post would suit a young teacher seeking experience of school life.
Excellent single accommodation and full board during term time.
Applications to Headmistress with names, addresses and telephone numbers of two referees by (09729) 184094

BERKSHIRE
MAIDENHEAD COLLEGE
College Avenue, Maidenhead, Berkshire
Tel: Maidenhead (06628) 28228
Roll 430
This all-age Roman Catholic independent girls' school needs a teacher of Physical Education for September 1984. Hockey, netball, swimming, athletics are the basic sports. Applications from specialists in dance especially welcome. Beginners considered. Burnham Scale 1. Government Superannuation.
An interview will take place from 30th August. Applications to The Headmistress with c.v. and names of two referees. (08113) 184224

STAFFORDSHIRE
ABBOTS BROMLEY
(SCHOOL OF S. MARY AND S. ANNE)
Rugeley, Staffs
Full-time P.E. Specialist (Swimming, Hockey and other games) with active interest in boarding school life, required in September 1984. Accommodation available.
Apply: Headmistress with full c.v. and the names of two referees. (09791) 184224

WILTSHIRE
GODOLPHIN SCHOOL
See Pastoral, other Assistants Section. (09733) 184224

SURREY
REQUIRED FOR SEPTEMBER, Teacher of Chemistry to O level at small private co-education al school. Salary negotiable.
Please send C.V. to the Headmaster, Clark's Grammar School, 35 Portsmouth Road, Guildford, Surrey GU2 5DJ. (09661) 184824

Science

Other Assistants

LONDON
EALING COLLEGE UPPER SCHOOL
85 The Avenue, Ealing, W13 8JS
(Independent - 11 - 18)
Required for September 1984, Graduate teacher of PHYSICS to O or A-level. Scale 1 post. Interest in games.
Apply in writing with CV and names and addresses of 2 referees to the Headmaster. (07137) 184824

MIDDLESEX
DENMEAD SCHOOL
Hampton, Middlesex TW12 2LX
(IAPS 200 boys)
Required for January 1985 - or earlier by arrangement - Science and Geography teacher with top Rugby and Cricket. Particularly suitable for young teacher seeking post with positive prospects.
Details from Headmaster (07483) 184824

Other than by Subject Classification

Other Assistants

GLAMORGAN
BALFOUR HOUSE SCHOOL
St. Athan, Barry, Glam. CF6 9PD
(Tel: St. Athan 750236)
WANTED FOR SEPTEMBER, 1985. Part time graduate teachers for the following subjects:
Mathematics 'A' level, German to 'O' and 'A' Level.
Applications by letter to the Principal at the School. (09780) 185624

Appointments in Scotland

Strathclyde

RENFREW SUB-REGION
SOCIAL WORK DEPARTMENT
Re-advertisement
EDUCATIONAL RESOURCE WORKER
Dunterlie Children's Centre, Waulkmill Avenue, Barrhead
Salary scale – A.P.111 – £7,404 – £8,184.
URBAN AID
This post is funded under Urban Aid and is temporary for approximately 3 years.
The person appointed will work with Pre-6 children and their parents in their home.

INDEPENDENT SCHOOLS
continued

FIFE

ST. LEONARDS SCHOOL
St. Andrews, Fife

Required for September 1984 an honours graduate, or specialist in the history of design, art and architecture. The subject is to be taught to advanced level and throughout the school in close relation to 2D/3D projects.

Required for September 1984 an honours graduate to teach economics to 'A' level standard and with a second subject, possibly business studies.

Residential or non-residential posts. Possible for married couple. No accommodation for children.

Please apply to the Headmistress with curriculum vitae and the names of two referees. (0896)311 185624

LONDON W13
Co-educational Independent Day school in Ealing requires the following staff September.
Full time general subject teacher capable of teaching French up to 'O' levels. Age range 9 - 16. Part time Art teacher. Afternoons only. General subjects teacher. Qualified nursery teacher N.N.E.B.
Please reply with full details of qualifications and experience to the Principal, Hamilton House School, 76 The Avenue, West Ealing, W13 8LS. (097851) 185624

LONDON WC1
Required for September experienced tutors for part or part point to teach 'O' and 'A' levels in Accounts, Chemistry, Physics, Computer Studies, Commerce, Economics, English, English Language, Mathematics, Sociology, Statistics and Technical Drawing.
For further details please write to the Principal enclosing Curriculum Vitae, Central C.E. Tutorial College, 8 Hayward Gdns., London WC1. Tel: 01-278 5622 (opposite Russell Square Station). (09813) 185624

LONDON
YESODEY HATORAH GRAMMAR SCHOOL

A post is available in the Senior School (Part-time 0.5) for someone qualified to teach Computer Studies and General Science up to 'O' level. (P.G.C.E. preferred).

Please apply in writing, enclosing a c.v. and the names of two referees to: The Headmaster, Yesodey Hatorah School, 2-4 Amhurst Park, London N16. (09675) 185624

SUSSEX
GORING HALL SCHOOL
Boarding & Day School - 130 Boys

Required from September 1984:-

1) English Master to 'O' Level

2) Geography/Economics to 'O' Level

3) French/Music

The first two posts are residential - single accommodation only available. The third post is either residential or non-residential.

Please forward your c.v. and names of two referees to: The Headmaster, Goring Hall School, Goring-by-Sea, Sussex BN12 4UX. (07106) 185624

SUSSEX
Chemistry A level. Maths A and O level, teachers required part-time from September 5th.
Apply: The Chairman, Mitchell Hall School, Front Row, Sussex RH18 5JB. (08833) 185624

Preparatory Schools

By Subject Classification

Classics

Other Assistants

KENYA
NAIROBI
KENTON COLLEGE
Require for January a teacher of Latin, with subsidiary subjects. The post is resident and the person appointed should be able to assist with boarding and extra-curricular duties.
Please send C.V. to Headmaster at 264 Hotwells Road, Bristol. (09781) 201644

Modern Languages

Other Assistants

DERBYSHIRE
Teacher of FRENCH required from September 1984 at boarding Preparatory School. An interest in general extra-curricular activities would be helpful. Bursham Scale - Government superannuation. Single accommodation available.
Apply with full details to the Headmaster, Hillcrest Hall, Darley Dale, Matlock, Derbyshire, giving names and telephone numbers of two referees. (07110) 203624

SURREY
ST. MICHAELS SCHOOL
Hoe Place, Woking, Surrey (A.P.S. Boys' Day School)
Required for September a qualified and enthusiastic teacher to take French up to O.E.S. level with another subject such as History, Geography or Scripture. Normal duties and games. Accommodation available for a single person. Burnham Scale 2 for the right person.
Apply in writing with c.v. and names of two referees to the Headmaster. (07346) 203624

Physical Education

Other Assistants

HAMPSHIRE
Qualified P.E. and games teacher (resident) required for September, 1984. Accommodation available. Person appointed runs 1st XV and does a little academic teaching.
Ring Headmaster, Boundary Oak School, Roche Court, Fareham, Hampshire. Fareham 280955. (07158) 204224

Science

Other Assistants

LONDON NW8
Required in September experienced Graduate Scientist to be in charge of the Science Department at this leading North London Preparatory School. Salary in excess of Burnham. Government superannuation.
Apply in writing to: The Headmaster, Arnold House School, 3 Loudoun Road, St. John's Wood, London NW8 0LH together with the names and addresses of two referees. (07196) 204824

SURREY
REIGATE ST. MARY'S PREPARATORY SCHOOL
Chart Lane, Reigate, Surrey
Tel: 0732 44880
(P.Y.S.B. pages 491 & 624)

Due to our continued expansion, we required for September another extra full-time member of staff to teach Physics & Chemistry to Common Entrance level and help with all games. Salary will be Burnham Scale 1 at the appropriate point and with existing and Government Superannuation.

Since we are also a Choir School, we should particularly welcome applications from singers prepared to perform with the Choristers in four Choral Services a week, including Sundays. Further details of this aspect are available from the Master of Choristers at the School.

Please apply with the names of 2 referees to the Headmaster, J. Anthony Hart, at the school. (08222) 204824

Other than by Subject Classification

Other Assistants

CHESHIRE
POWNALL HALL SCHOOL
Wilmslow, Cheshire SK9 5DW
This IAPS Day School of 180 boys requires in January 1985 a qualified MATHEMATICS or SCIENCE graduate Teacher. Teaching will initially be in the Middle School forms. Boys are prepared for entry at 11 plus to local independent Schools and at 12 plus to Public Schools by C.E. or Scholarship Examinations. Ability to help with Middle and Senior games (soccer, hockey, cricket, athletics) and willingness to take a full part in the life of the school essential.
Application with C.V. and names and telephone numbers of two referees to the Headmaster as soon as possible. (09795) 205624

HAMPSHIRE
SCIENCE/MATHS fully qualified teacher required for September to teach up to Common Entrance and Public School Scholarship standard in Physics and Chemistry.
Please apply with c.v. and 2 references to The Headmaster, Bronez School, Highwood House, Romsey, Hampshire. (08123) 205624

HERTFORDSHIRE
GENERAL SUBJECTS
ST. RICHARD'S SCHOOL
Bredenbury Court, Nr. Bromyard, Herefordshire HR7 4TD.
1 FT5 R.C. Boarding School (90 pupils mostly boys)
Required for September 1984 teacher of General Subjects for 8 - 11 year olds. Ability to coach rugger and cricket and P.E. advantage. Catholic preferred but not essential. Post resident.
Burnham Scale. One year only. Car driver.
Apply Headmaster as soon as possible (0885)482481 (09978) 205624

SURREY
ST MICHAELS SCHOOL
Hoe Place, Woking, Surrey
(I.A.P.S. Boys' Day School)
Required for September an enthusiastic teacher for middle school Science and general subjects, and to help with games coaching. Accommodation available for a single person, salary Burnham scale 1.
Apply in writing with c.v. and names of two referees to the Headmaster. (07341) 205624

SUSSEX
Sussex prep. school requires enlightened, well-motivated teacher of English subjects or Biology, to coach Boys' Games and P.E.
Please contact the Headmaster: Cumnor House School, Danehill, near Haywards Heath, Sussex. Tel: 0825 790 347. (09644) 205624

WORCESTERSHIRE
HEATHFIELD SCHOOL
Wolverley, Near Kidderminster, Worcestershire
Required, in September 1984, a qualified teacher, full time, for Junior Science and Mathematics (ages 7 plus to 13 plus). The ability to coach Compution techniques to this age group would be an added recommendation. The post is resident, with free board/residence also provided in return for residential duties. Some help with games will be expected should suit newly qualified teacher. Salary Burnham Scale. Government Superannuation.
Apply in writing with full C.V. and the names of two referees to the Headmaster, Heathfield School, Wolverley, Kidderminster, Worcestershire DY10 3QS. (07329) 205624

Colleges of Further Education

Heads of Department

EAST SUSSEX
HASTINGS COLLEGE OF ARTS & TECHNOLOGY
HEAD OF DEPARTMENT OF ART & DESIGN (Grade IV)
£14,148 - £15,849)
Ref. C1396C
Applications are invited for the above appointment, to commence as soon as possible.
Applicants must have appropriate qualifications and experience to run a lively and thriving department.
Further details and application form available from the Staffing Officer, Hastings College of Arts & Technology, St Leonards-on-Sea, East Sussex, TN38 0HX. Tel: Hastings (0424) 423847.
Completed application forms must reach the Staffing Officer by the latest 10th August 1984. (09783) 230018

LINCOLNSHIRE
LINCOLNSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE

DEPUTY HEAD OF HORTICULTURE, SALARY GRADE L.11 0-4

Applications are invited from suitably qualified persons with experience(s) for this post. Applicants should hold a Degree or National Diploma in Horticulture, a teaching qualification, and have adequate industrial experience.

Application forms and further details are available from:- The Principal, Lincolnshire College of Agriculture and Horticulture, Caythorpe, Nr. Grantham, Lincs. Tel: Loveden (0400) 72581. Applications should be returned by 10th August 1984. (09878) 230018

Other Appointments

AVON COUNTY
SOUNDWELL TECHNICAL COLLEGE
St Stephen's Road, Soundwell, Bristol BS16 4RL
Tel: Bristol 675101
LECTURER II in Secretarial Studies and Information Processing required.
Salary: £7,215 - £11,568 (subject to review).
Further details and application form, returnable by 10th August, from the Principal Administrative Officer. Please enclose sae if acknowledgement required.
Avon is an equal opportunities employer. (07184) 230026

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE OF TECHNOLOGY
Applications are invited for the following posts, duties to commence 1st September 1984:
1. Lecturer I in Food Service
2. Lecturer I in Food Preparation
3. Lecturer I in Building Technology
4. Temporary Lecturer I in Carpentry & Joinery
5. Lecturer I in General & Communication Studies
6. Temporary Lecturer I (one year). Secretarial Studies
Berkshire County Council is an equal opportunity employer.
Application forms from the Personal Manager, Reading College of Technology, King's Road, Reading RG1 4HJ. Tel: Reading 583801. (09853) 230026

BIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
An equal opportunities employer

BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South, Birmingham B31 2AJ

Applications are invited for the following posts, interviews will be held during late August with a view to appointments from 1 September 1984.

LECTURER I IN CATERING

The College has two training restaurants and expertise is sought in Food Service. Relevant trade experience/qualifications essential.

Salary: £6,849 - £9,735 (under review).

ASSOCIATE LECTURER I IN SOCIAL SCIENCE/SOCIAL STUDIES (preference for Psychology degree).

The College has a wide range of GCE 'A' and 'O' level provision in Social Science. Experience in secondary education highly desirable. Enthusiasm for TVEI, CPVE, GCSE and other aspects of 'new FE' students essential.

Salary: 15/21 of Lt Scale of £6,849 - £8,735 (under review).

Application forms and further details from the Principal's Secretary, at the above address. Tel: 021-356 8811).

Closing date for return of completed application forms: 10 August 1984. (07103) 230086

Lothian Regional Council
STEVENSON COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER II GENERAL EDUCATION

Salary on Scale: £10,881–£12,777

To be responsible for all aspects of administration and co-ordination of the SCE/GCE Courses for full-time and part-time students administered by the Department of Communication and General Studies.

Applicants should hold a degree or equivalent qualification and have substantial administrative experience in Further Education.

SENIOR LECTURER I ECONOMICS AND BUSINESS STUDIES

Salary on Scale: £8,688–£11,835

Required to organise the teaching of Economics throughout the College across a range of courses and to assist in the administration of the Department of Professional and Social Studies 16+ modular programme.

Applicants should hold a degree or equivalent in Economics and have had teaching experience in Further Education.

Application forms and further particulars from: The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE. Tel: 031-453 6161. (1874)

Lancashire County Council

W. R. TUSON COLLEGE, ST. VINCENT'S ROAD, FULWOOD, PRESTON.

1st September, 1984, or as soon as possible thereafter

TWO POSTS:–

1. Lecturer I – Nursery Nursing. To teach health studies to nursery nursing students.

2. Lecturer I – Home Economics: Cookery and needlecraft and general crafts – for caring courses.

Forms/further details regarding the above from/to the Chief Administrative Officer at the College. SAE please.

ACCRINGTON & ROSSENDALE COLLEGE, SANDY LANE, ACCRINGTON.

TWO POSTS:–

1. 1st September, 1984. Re-advertisement Lecturer Grade I – Health Education – To teach within the N.N.E.B. and C.G.L.I. full time courses.

2. As soon as possible. Lecturer Grade I – Pro rata – Associate Lecturer in Adult Education – 18 hours per week – To teach ESL and Community Classes for Asian men.

Forms/further details for the above TWO posts from/to District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please.)

Closing date for ALL posts: 9th August, 1984.

Cornwall Education Committee
MID-CORNWALL COLLEGE OF FURTHER EDUCATION
Palace Road, St Austell, Cornwall, PL25 4BW
Principal: D. M. Burton MCom ACIS CertEd MBIM

Lecturer Grade I in Engineering Science

Required to commence on 1st September, 1984 or as soon as possible thereafter.

Applicants must have a suitable degree and the practical experience to be able to teach Mathematics, Engineering Science, Mechanical Science, Electrical and Electronic Principles and Applications, together with the associated project and assignment work up to the standard of GCE 'A' Level and BTEC Engineering Level III.

Experience in the assessment requirements of BTEC is desirable.

Salary Scale; £5,649–£9,735.

Application forms and further particulars obtainable from the Principal, Mid-Cornwall College of Further Education, Palace Road, St Austell, Cornwall, PL25 4BW on receipt of a stamped addressed envelope. Completed application forms should be returned to the Principal as soon as possible. (1887)

Cornwall

COLLEGES OF F.E.
continued

DORSET
SOUTH DORSET TECHNICAL COLLEGE
Rawstead Road, Weymouth, Dorset DT4 0DX
DEPARTMENT OF LIBERAL STUDIES
ARTS AND SCIENCES
ARTS AND SCIENCES
REQUIRED URGENTLY FOR SEPTEMBER 1984 LECTURER II (Temporary for one year, full-time) in GENERAL AND COMMUNICATION STUDIES.
Candidates for this post should have a degree or equivalent qualification from a British University. They should have proven interest and experience in Lecture/Seminar work in General and Communication Studies on Vocational Courses in Further Education. It is likely that Personal, Social and Life Skills for YTS Courses will also form a part of the successful candidate's timetable.
Salary: Lecturer (Grade I) £5,649 - £9,735 per annum.
Further particulars are available from the Principal to whom completed application forms should be returned by Monday 6 August 1984. (09843)

HARROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I (0.6) - PSYCHOLOGY

A Lecturer is required to be responsible for the organisation and teaching of Psychology leading to 'A' level examinations. A graduate is essential who is teacher-trained with a qualification in Psychology.

Salary as per Burnham FE Committee Scales: Lecturer 1 (pro rata) £3,649 - £9,735 per annum plus Outer London allowance.

Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End, Middlesex HA5 4LA. Closing date 10 August 1984.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (07165) 220026

CDVEC CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE
Dublin Institute of Technology
COLLEGE OF TECHNOLOGY, BOLTON STREET, DUBLIN 1, IRELAND.

Applications are invited for the following posts:

SENIOR LECTURER I

B1 Architecture — Assistant Head of Department.

LECTURER I

B2 Computer Aided Design/Graphics
B3 Computer Applications
B4 Information Technologist/Systems Analyst
B5 Building/Construction Technology
B6 Building Management
B7 Building Services Engineering
B8 Civil Engineering Contracts Management
B9 Mechanical Engineering
B10 Production Engineering
B11 Physics

COLLEGE TEACHER

B12 Physical Education.
B13 Engineering Science and Mathematics.

SALARY SCALES
Senior Lecturer I IR£15,732–IR£19,507
Lecturer I IR£12,142–IR£17,095
College Teacher IR£9,361–IR£15,890.

Qualifications, terms of appointment and conditions of service for the above posts to be in accordance with relevant regulations of the Department of Education.

Application forms and further information available from the Secretary/Registrar tel. 749913.

Closing date for receipt of completed application forms: **Friday, 31 August, 1984.**

Coláiste na Teicneolaíochta Baile Átha Cliath

City of Salford
SALFORD COLLEGE OF TECHNOLOGY

TEMPORARY LECTURER GRADE ONE appointments are to be offered in the following subject areas for one academic year commencing September 1984. Candidates should hold graduate or equivalent professional qualifications and preferably have some teaching experience.

GRAPHIC DESIGN
(to contribute to BTEC National and Higher National Diploma courses)

MATHEMATICS AND COMPUTING
(to teach mainly on BTEC National Certificate and Diploma courses)

HUMAN PHYSIOLOGY AND APPLIED BIOLOGICAL SCIENCES
(for professional para-medical, and Health Technician courses)

SPANISH
(for Linguistic Secretarial courses with post graduate and post 'A' level entries)

BUSINESS COMPUTING
(BTEC Computer Studies and Professional Computing courses)

ELECTRICAL/ELECTRONIC ENGINEERING
(to various C&G and BTEC National Certificate and Diploma courses)

CARPENTRY AND JOINERY
(C & G Practical Project Work, Technology, science, Geometry and Calculations up to Advanced craft)

Salary scales will be in accordance with the Burnham scales for FE viz.:

Lecturer Grade I – £5,649 – £9,735 per annum (under review) with starting salary dependent on qualifications and experience.

Further particulars and application forms may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU, (fcolcap s.a.e. please) to whom completed forms should be returned as soon as possible. (1858)

HAROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF CATERING

LECTURER GRADE II - HOTEL AND CATERING ADMINISTRATION SUPERVISION AND MANAGEMENT STUDIES

Applications are invited for the above post to teach Hotel and Catering Administration, Supervision and Management Studies to students undertaking B/TEC Diploma and Certificate courses, HCIMA part A and CGLI 771 Certificate in Organisational Studies.

Professional Managerial qualifications and Senior Management experience are essential.

Salary: Lecturer Grade II £7,215 - £11,568 (under review).

(Position on scale dependant on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference TES). (07167) 220026

HEREFORD & WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF CATERING

LECTURER GRADE II - HOTEL AND CATERING ADMINISTRATION SUPERVISION AND MANAGEMENT STUDIES

Applications are invited for the above post to teach Hotel and Catering Administration, Supervision and Management Studies to students undertaking B/TEC Diploma and Certificate courses, HCIMA part A and CGLI 771 Certificate in Organisational Studies.

Professional Managerial qualifications and Senior Management experience are essential.

Salary: Lecturer Grade II £7,215 - £11,568 (under review).

(Position on scale dependant on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference TES). (07167) 220026

HAROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
PART-TIME LECTURER IN GENERAL STUDIES

A lecturer is required to teach GCE O-level GENERAL STUDIES to full-time day students, commencing 10 September 1984.

Please send letter of application and curriculum vitae to: Head of Department General Studies, Harrow College of Further Education, Uxbridge Road, Hatch End, Middlesex HA5 4EA. Closing date 10 August 1984.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (07165) 220026

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MIDSENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF LANGUAGE AND GENERAL EDUCATION
Applications are invited for a full-time, one-to-one appointment to teach English, Communications and related areas mainly to GCE 'O' and 'A' level students.
Salary Scale: £5,649 - £9,735.
This is a re-advertisement and previous applicants should write or telephone if they wish application to be brought forward.
Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Oakwood Road, Maidstone Road, Chatham, Kent. Tel: 0634 41001 to whom completed applications should be returned by Friday, 17th August 1984. (09213) 220026

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
KITSON COLLEGE OF TECHNOLOGY
Cookridge Street, Leeds LS2 8BT.
Tel: Leeds (0532) 430381
LECTURER II IN PHOTOGRAPHY - G. O'Brien
A Lecturer II is required for 1st September, with suitable professional qualifications, experience in commercial/industrial practice and good creative and design flair. Experience in video production techniques would be an advantage.
Salary in the range of £7,215 - £11,568 (under review).
Further details and application forms may be obtained from the Principal, to whom they should be returned within two weeks of this advertisement.
Leeds is an equal opportunity employer. (07118) 220026

RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE
Egerton Road, Twickenham, Middlesex

N.N.E.B. EDUCATION TUTOR (Shared Post)

Wanted for September half-time Lecturer as Nursery Nurses' Examining Board Course Tutor to work 18 hours a week.

See our advertisement under "Tertiary" Section. (09460) 220026

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW

DEPARTMENT OF BUILDING

TEMPORARY LECTURER GRADE I - SHOP FITTING

Applications are invited from suitably qualified persons for the above post. The person appointed should be conversant with all aspects of the industry and be able to teach both practical and theoretical subjects on City and Guilds course No. 387.

The appointment which is the first year may be a temporary one - is available from 1st September 1984.

Application forms and further particulars are available from the Principal to whom completed applications should be returned within 10 days. (09675) 220026

Applicants should be graduates, with a teaching qualification and preferably have industrial experience.
Salary - Lecturer Grade - £6,294 - £10,380 per annum inclusive. (Subject to current salary review).
Application forms and further details available from the College, Waltham Forest College, Forest Road, Walthamstow, E17 4JB. Tel: 01-527 2311, Ext. 259.
Closing date 2 weeks from appearance of this advertisement. (07135) 220026

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN COLLEGE OF TECHNOLOGY
Parson's Walk, Wigan WN1 1RR
Required for 1 September 1984 or as soon as possible thereafter, Lecturer Grade I in Psychology. Candidates should possess an appropriate degree and be prepared to teach psychology and associated subjects at University entrance level. An enthusiast is required to join a vigorous section now transferring to a newly formed department of social sciences in this developing Tertiary College.
Application forms and further particulars from the Chief Administrative Officer, Tel: Wigan 494911, Ext. 203. Closing date 10 August 1984. Ref. A30 (09809) 220026

WILTSHIRE
LACKHAM COLLEGE OF AGRICULTURE
Chippenham, Wiltshire

(Tel: Chippenham 656111)

Applications are invited for the following post:
1 A Post to commence duties on 1st September, 1984.

LECTURER IN RURAL ECONOMICS/ASSISTANT LECTURER to teach full and part-time students.

Applications invited from FEMALES ONLY for this post.

As Assistant Warden, the successful applicant will be particularly responsible for the physical and moral welfare of resident female students in addition to general wardening duties relating to all students.

Salary Scale: Burnham (F.E.) - Lecturer 1 A £5,649 - £9,735 p.a.

Candidates should hold recognised technical qualifications. A teaching qualification would be an advantage.

Further particulars of this post and application forms obtainable from the Principal. (07136) 220026

Colleges and Departments of Art

Other Appointments

CLEVELAND
CLEVELAND COLLEGE OF ART AND DESIGN
LECTURER I - PRINTED TEXTILE DESIGN
Required for September 1984 or as soon as possible thereafter to teach Textile Design to DATEC General Diploma students at the College's Middlesbrough premises. Applicants must possess a relevant degree or equivalent and have commercial experience as a practising designer. Teaching experience would be an advantage.
Salary: £5,649 - £9,375 (awaiting review).
PART-TIME LECTURER - PRINTED TEXTILE DESIGN
Required from September 1984 to teach students on the DATEC Higher diploma in Fashion and Textiles Studies at the College's Hartlepool premises. The College would welcome enquiries from practising designers who may be available either for short blocks or on a regular weekly basis for up to 15 hours per week.
Rate £19.15 per hour.
Further particulars and application forms for the full-time post are available from the Principal, Cleveland College of Art & Design, Green Lane, Middlesbrough, Cleveland TS5 7RJ. Tel: Mid'bro (0642) 821411, to whom they should be returned as soon as possible. Enquiries for the part-time hours should write direct to the Principal with details of qualifications, experience and availability. (07103) 240026

LONDON
Inner London Education Authority
LONDON COLLEGE OF FURNITURE
41/71 Commercial Road, London E1 1LA
Tel: 01-247 1953
DEPARTMENT OF MUSICAL INSTRUMENT TECHNOLOGY
The College's Department of Musical Instrument Technology has become a unique establishment in the field of instrument making, offering a range of advanced and post-advanced courses externally validated by BTEC and the City and Guilds.
The Department has 18 full-time technical staff supported by visiting lecturers and well equipped workshops, laboratories and other facilities.
Candidates for the post below should be well qualified, have some educational experience and even proven success in an aspect of one musical
LECTURER I - STRING INSTRUMENT MAKING
LECTURER I - MUSICAL ELECTRONICS
LECTURER - STRINGED KEYBOARD INSTRUMENT DESIGN AND CONSTRUCTION
For further details of the above posts and application forms are available from The Clerk to the Governors at the College.
DEPARTMENT OF FURNISHING AND INTERIOR DESIGN
LECTURER I IN UPHOLSTERY required to teach theory, craft and industrial practice in courses at various levels. Industrial experience is required in both modern and traditional upholstery, preferably with a knowledge of textiles, floor coverings or soft furnishing as well. Teaching experience is desirable but not essential.
Salary for all posts: On an incremental scale within the range of £5,649 - £9,735 (Plus £87 London Allowance). Starting point depending on qualifications, training and experience.
For further details and an application form may be obtained from the Senior Administrative Officer at the College.
LB.E.A. IS AN EQUAL OPPORTUNITIES EMPLOYER. (08168) 220026

SUNDERLAND
BOROUGH OF SUNDERLAND
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES & LANGUAGES
LECTURER GRADE II IN CLERICAL STUDIES.
Applications are invited from suitably qualified people for the above post. Candidates should have graduate or equivalent professional) status, be flexible, trained and have considerable experience of work in an administrative environment. Ability to offer the secretarial skills would be an advantage.
Duties to commence as soon as possible.
Salary: £5,649 - £9,735.
Application forms and further details available from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1ER.
Closing date for applications two weeks after the appearance of this advertisement. (09669) 220026

Hull College of Further Education
Principal: A. Tuck BSc CEng MIEE MIERE FRSA
DEPARTMENT OF BUSINESS STUDIES

Lecturer Grade I

Required for September 1984 to join the Information Processing/Computer Studies Team in the Department of Business Studies. The person appointed should be able to make a contribution in two or more of the following areas:

Computer Literacy
BTEC General/National level – Information Processing
BTEC National Diploma/Certificate in Computer Studies

An ability to teach programming in BASIC and/or COBOL to BTEC National level Computer studies students and some business experience would be advantageous.

Lecturer Grade I

Required with effect from September to teach Accounting, Numeracy, Calculations and related Commercial subjects to a variety of courses. An ability to teach or apply computer skills would be advantageous. Salary: Lecturer I £5,649–£9,735 per annum. Starting salary dependent upon age, qualifications and experience.

Application forms and further particulars are available from the Admin Officer (Personnel) Hull College of Further Education, Queen's Gardens, Hull, N. Humberside. Telephone (0482) 29843 (Ext. 236).

Closing date 10th August, 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (1881)

hcfe

MARYMOUNT SCHOOL
Kingston upon Thames, Surrey
Required for September a full-time teacher of

COMPUTER STUDIES AND PHYSICS

responsible for teaching computer studies throughout the school and Physics to 'O' level.

Marymount is a Roman Catholic day and boarding school attended by 200 girls aged 12-18. The American curriculum and the International Baccalaureate programmes are offered.

Salary scale above Burnham.

Qualified and experienced candidates apply in writing and send c.v. to: The Principal Marymount School, George Road, Kingston upon Thames, Surrey. (1890)

Polytechnics

LONDON

POLYTECHNIC OF THE SOUTH BANK
Borough Road, London SE1 0AA.

FACULTY OF SCIENCE AND TECHNOLOGY

NATIONAL BAKERY SCHOOL

Ll/LII/SL

Ref: NBS. 01

Applications are invited for the vacancy at the National Bakery School due to the appointment of a new Head of School.

The level of the post offered will depend on the qualifications and teaching experience of the candidate.

Salary range:

LI : £6,636 (X 15) - £10,782 p.a.

LII: £8,202 (X 10) - £12,835 p.a.

SL : £11,670 (X 6) - £14,450 p.a.

Inclusive of London Allowance.

Application forms and details available by telephoning The Staffing Office on 01-928 8589. Ext. 2355.

Closing date for this post is 20.8.84.

The Polytechnic is an Equal Opportunities Employer. (09779) 360026

Fellowships, Research Awards

UNIVERSITY OF MANCHESTER

SCHOOL OF EDUCATION

Applications are invited for a Research Fellowship from graduate teachers with primary school experience and an interest in using computers to develop reading and language skills. The appointment is for a fixed period not exceeding three years. Starting salary up to £9,492 p.a. U.S.S. superannuation.

Apply quoting ref. RSSA for further particulars and application form (3 copies) to Personnel Office, University of Reading, Whiteknights, Reading RG6 2AH. Closing date 17th August 1984. (09450) 300000

DERBYSHIRE

DERBYSHIRE COLLEGE OF HIGHER EDUCATION

LECTURER IN DANCE

(Temporary, Part-time)

A suitably qualified and experienced person is required from September 1984 for this post which may be up to half-time. The Lecturer will be required to teach Primary B.Ed. students: theoretical and practical aspects of the Dance component of Human Movement Studies courses: Dance Curriculum Studies.

Application forms and further particulars from the Staffing Officer, Derbyshire College of Higher Education, Kedleston Road, Derby DE3 1GB. Tel: Derby 47181, Ext. 22, to whom completed forms should be returned by Monday, 13th August 1984. (09450) 300000

Colleges of Higher Education

Other Appointments

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

PART-TIME LECTURER IN DRAMA

Applications are invited for the post of part-time Drama Lecturer from 1st October 1984 (or as soon after that date as possible).

Further details and application form may be obtained from the Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 10 August. (07342) 340026

DERBYSHIRE

DERBYSHIRE COLLEGE OF HIGHER EDUCATION

LECTURER IN DANCE

(Temporary, Part-time)

A suitably qualified and experienced person is required from September 1984 for this post which may be up to half-time. The Lecturer will be required to teach Primary B.Ed. students: theoretical and practical aspects of the Dance component of Human Movement Studies courses: Dance Curriculum Studies.

Application forms and further particulars from the Staffing Officer, Derbyshire College of Higher Education, Kedleston Road, Derby DE3 1GB. Tel: Derby 47181, Ext. 22, to whom completed forms should be returned by Monday, 13th August 1984. (07342) 340026

Adult Education

SHEFFIELD

EDUCATION DEPARTMENT
ADULT EDUCATION TUTOR

Applications are invited for the post of Adult Education Worker at Woodthorpe Centre within the Beaverwood Adult Education Divisional Establishment. Woodthorpe is an Inner City area with a population of 5000 occupying 2000 houses. The successful applicant will be responsible for co-ordinating existing and developing new adult education work in Woodthorpe and for outreach and development work in the Woodthorpe area, and for teaching throughout the Division for up to eight hours per week in ONE OR MORE of the following areas:-

a) Adult Basic Education.
b) Social and Political Education.
c) Practical Skills including Woodwork and Car Maintenance.
d) Work with Women.

Salary Scale: Burnham FE Lecturer I (£8,646 - £9,735) Please Quote Ref: (E7/W, BWD).

Closing date: 21st September.

ADULT EDUCATION TUTORS (4 posts)

Applications are invited from men and women for four posts with the City Council's Field Educational Scheme. These are full-time permanent appointments commencing from the 1st September 1984, or as soon after as possible.

Burnham FE Lecturer Grade II £7,368 - £11,568 as Tutor-in-Charge.

Burnham FE Lecturer I (£5,648 - £9,735) as Tutors (3 posts).

The work consists of running day release courses of general and political education for City Council employees. The City Council appreciates applications from Ethnic Minority candidates. All posts can be considered for job sharing.

Please quote Post Offer: ES/P/PEL).

Closing date 13th August.

Application forms and further details for the above two posts from the Adult Education Officer (Ref. CE/Y/PEL), Education Department, PO Box 67, Leopold Street, Sheffield S1 2JH. Tel. 0742 26341, Ext. 286. Closing date 15th August.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (09503) 380000

See IVS vacancy in Lesotho under Overseas Section. (09794) 380000

Youth and Community Service

CORNWALL

DIOCESE OF TRURO

The Board of education is seeking applications from suitable persons with appropriate training and experience for the post of

DIOCESAN YOUTH OFFICER

This is a full-time post and both priests and lay persons will be considered. A house or car allowance in lieu will be provided. The salary will be equivalent to that of an incumbent with additional expenses.

Further details and application form on receipt of S.A.E. from:-
The Reverend Canon Peter E. Tinsley, M.A., Diocesan Director of Education, Diocese of Truro Board of Education, St. Aylmer House, Kenwyn, Truro TR1 3DU

N.B. This is a re-advertisement and previous applicants should re-apply. (09788) 440000

HEREFORD AND WORCESTER

COUNTY YOUTH SERVICE

DROITWICH YOUTH CENTRE

Due to internal promotion a vacancy has arisen for a suitably qualified Youth Community Worker to manage this busy school based centre in Droitwich. The centre runs two major programmes, one for unemployed young people and is the base for an active District Youth Council.

Details and application forms available from County Youth Officer, Education Office, Castle Street, Worcester. Closing date 20th August, 1984. Salary: J.N.C. 2 £6,048 - £7,710. (09798) 440000

BUCKINGHAMSHIRE

COUNTY COUNCIL
YOUTH WORKER
Town Centre, High Wycombe
JNC 3 (1-5) £7,485 - £8,415 p.a.

This is an exciting new post based in a new youth building to be opened next year. The new Youth Worker will be responsible to the Senior Youth Worker (Town Centre) for using the new building to meet the needs of (primarily) the 14 - 19 age group.

The building is part of a town centre complex which consists of a Young Adult Centre and the Wycombe Youth and Community Office. The building itself will house the offices of the Youth Information Service and Youth Action. The Worker will be one of a team of three full-time workers based in the area.

For an informal discussion please telephone Mr. Wynne Samuel, Wycombe Youth Officer, or Ms. Marian Morgan, Senior Youth Worker, on High Wycombe 29251.

Further information and application forms may be obtained from Principal Youth and Community Officer (ref: 17). Education Department, Buckinghamshire County Council, County Hall, Aylesbury, Bucks, HP20 1UZ, upon receipt of a stamped addressed envelope.

Closing date for applications: 31st August 1984.

Interviews will be held during the week of 10th September.

Re-advertisement: Previous applicants need not re-apply. (06216) 440000

DUDLEY
METROPOLITAN BOROUGH

COMMUNITY CENTRE WARDENS

Vacancies exist for suitably qualified personnel for the following Community Centres

(a) **BROCKMOOR COMMUNITY CENTRE**
Pennsnett Road, Brierley Hill

(b) **KINGSWINFORD COMMUNITY CENTRE**
High Street, Kingswinford

(c) **QUARRY BANK COMMUNITY CENTRE**
Sheffield Street, Quarry Bank

(d) **WORDSLEY COMMUNITY CENTRE**
The Green, Wordsley.

Salary - post (a) - (c), JNC Scale 2, £6,048 - £7,710 - post (d) JNC Range 4, £8,646 - £10,830 p.a. within 5 consecutive points).

Application forms/details from Chief Education Officer, 3 St. James's Road, Dudley, West Midlands DY1 1HZ. Return by 10th August. (09804) 440000

LANCASHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

Re-Advertisement

LANCASTER DISTRICT YOUTH SERVICE

SECONDED YOUTH WORKER

JNC Range 3 (1 - 5) Under Review

Required as soon as possible for

THE BOYS' CLUB
Lancaster.

With a contribution to the District Youth Team.

Forms/further details from/to, The District Education Officer, Edward Street, Nelson, Lancs. BB9 7LG. Lancaster. (6AE please.

Closing date: 9th August, 1984. (09654) 440000

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BEAUCHAMP COMMUNITY COLLEGE
Ridge Way, Oadby, Leicester

COMMUNITY TUTOR (YOUTH)

A Community Tutor (Youth) is required as soon as possible to oversee the youth work at Oadby. The tutor will be based in the Community Centre and have responsibility for a detached Youth Centre. The post also carries a teaching commitment within the College.

Salary: Burnham P.T. Lecturer 1.

Further details from and applications to (no form) Mrs. M. Cruickshank, Principal at the above address enclosing the names and addresses of two referees.

Closing date two weeks from the appearance of this advertisement. (07177) 440000

LONDON

LONDON SUBURBAN Y.M.C.A. RESIDENCE
Requires a SERVICES & RESIDENTIAL WORKER who can offer Admin and Personnel/Activity skills. Salary £5,000 - £7,000 range, according to qualifications. Board.

Mature person with sense of commitment should apply with C.V. to Personnel Officer, Box No. 788 London Young Men's Christian Association, 112 Great Russell Street, London WC1B 3LD. Tel: 01-636 7622.

LONDON BOROUGH OF HARINGEY

ASSISTANT DIRECTOR OF RECREATIVE ACTIVITIES

Applications are invited for the above post. The successful candidate will be responsible to the Director of Leisure Services for the development and management of the Council's recreative activities.

Salary will be in the range £15,195 - £16,926 per annum.

Further details and application forms may be obtained from the Personnel Officer, Wood Green Library, High Road, Wood Green, London N22 6XD. Tel: 01-881 3000 Ext. 2170.

Closing date for receipt of applications: 10th August, 1984. (09641) 440000

HEBRIDES

LONDON BOROUGH OF HARINGEY

APPOINTMENT OF A FULL-TIME WARDEN

Date 1st October

HACKNEY SETTLEMENTS
Chilwell.

Applications are invited from persons with youth work qualifications and/or suitable experience for the above post.

The House is situated in a community based organisation, with some community involvement.

Salary for the post according to JNC scales plus London Weighting.

Applications with cv to The Warden at the above address. Closing Date: 14th September, 1984. (08220) 440000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

MANOR HIGH SCHOOL

11 - 16 Comprehensive)

Required as soon as possible a YOUTH TUTOR (Scale 3) TO ASSIST COMMUNITY WORKERS (JNC Scale 3 (inc conditions in each case).

Application forms from the Principal immediately to the Director of Education, P.O. Box 41, Department, Oldbury, West Midlands B70 9DG.

Closing date 10th August 1984.

Canvassing of members of the Council will disqualify. An Equal Opportunity Employer. (09672) 440000

WALSALL

METROPOLITAN BOROUGH

ASSISTANT DIRECTOR OF RECREATIVE ACTIVITIES

Applications are invited for the above post. The successful candidate will be responsible to the Director of Leisure Services for the development and management of the Council's recreative activities.

Salary will be in the range £15,195 - £16,926 per annum.

Further details and application forms may be obtained from the Personnel Officer, Wood Green Library, High Road, Wood Green, London N22 6XD. Tel: 01-881 3000 Ext. 2170.

Closing date for receipt of applications: 10th August, 1984. (09641) 440000

MERSEYSIDE YOUTH ASSOCIATION
Required a Training Manager for their Dayspace Programme. The programme is a pilot scheme and is subject to annual funding applications through the EEC Social Fund for a maximum of 3 years. Funding is currently available for approximately the first year only. Applicants should be presently employed young people within the structure of the Youth Service in the Metropolitan Borough of Knowsley.

The person appointed will be responsible to Merseyside Youth Association for the training and supervision of initially 3 workers, eventually rising to 8. He/She will be involved in the development of the Training Unit for Daysapce Workers (subject to funding) and promoting the Daysapce idea throughout the Borough.

Applicants must have previous training experience, preferably in youth work.

For an informal discussion and full details of the post contact: Bill Lindsay 051-263 0557, Closing date: 15th AUGUST 1984. APT Scales apply. (09990) 440000

HACKNEY YOUTH WORKFORCE

We are looking for an imaginative, flexible and resourceful person, with a strong interest in education, and preferably appropriate experience.

The post involves designing and maintaining courses, developing and maintaining teaching materials and resources, and providing advice and support to a team of tutors.

The post is based Hackney, and the salary will be up to £6,000 p.a.

For further information, job description and application form ring Barbara Smith 01-249 3811. Closing date for application: Noon, Friday August 10. (09455) 440000

TEACHERS FOR YOUTH TRAINING SCHEME

Applications are invited from full-time and part-time teachers to work one or more of the following subjects in a strong and expanding 2-Year course commencing September 1984.

Computing. Accounts. Communications, e.g. Typewriting and Office Practice.

Good salary and conditions.

Please write giving full details of experience and qualifications to The Manager (Y.T.S.), Computer Training & Education Centre Ltd., 102-108 Clerkenwell Road, London EC1M 5SA. (09986) 440000

THEATRE CENTRE YOUNG PEOPLE'S THEATRE COMPANY

Requires an

OUTREACH WORKER

To start work in September on our community drama project.

The successful applicant will be female and have some or all of the following skills: performance/drama teaching/directing/design/music. The applicant should have proven office skills and be able to co-ordinate and initiate several community drama projects within the black community of London.

Apply in writing stating previous experience and interest to: Theatre Centre, Hanover School, Noel Road, Islington, London N1.

Closing date for applications is Monday, August 13th. (09811) 440000

Overseas Appointments

BRUSSELS

LANGUAGE SCHOOL
Brussels

Specialised in Technical and Business English, is looking for an EXPERIENCED Director of Studies who speaks French.

Please send C.V. and photo. Write Box TES 00886, Peters House, St John's Lane, EC1M 4BX. (09848) 460000

EGYPT

ST FATIMA SCHOOLS
Cairo, Egypt

Qualified English and Music teachers required to teach 4 - 12 year olds, commencing October. If interested please attend interview with Mr. Fouad Habib, with C.V. in London House, Mecklenburgh Square, London WC1N 2AP.

Interviews will be held and contracts written if accepted, between Monday 20th August and Thursday 23rd August, from 9.am to 8.pm. (09752) 460000

FRANCE

The American International School on the Cote d'Azur seeks two enthusiastic teachers for September, one to teach Maths/Science to middle/secondary pupils, and the other to teach English/Social Studies to pupils 10 - 14 years. Ability to assist with PE/Sports advantageous. Interviews in England during August.

Please call Sharon Berriman for application form. Tel: 0730 68844 or write to the European Council of International Schools, 21 Lavant Street, Petersfield, Hants GU32 3EW. (09727) 440000

GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL

Has the vacancies listed below for August

1. **JUNIOR**, ages 5 - 7

2. **PRIMARY**, ages 8 - 11

The Frankfurt International School is a kindergarten-grade 12 school for students of 42 different nationalities, serving the international community of Frankfurt/Main. The curriculum blends American and British influences.

Initial contracts will be for 2 years with possibility of prolongation.

Applicants should write, including telephone code and number, to the Headmaster, The Frankfurt International School E.V., Am Dey Waldchen 2 + 4, 6370 Oberursel, Federal Republic of Germany. (09449) 460000

GREECE

EFL Teachers for Greece: Alexander Inst., 27 Ag. Sofia, Thessaloniki. Tel: 827106. (07707) 460000

GREECE

Athens
EFL Teacher, Mornings and Evenings. Folkestone 30523. (08225) 460000

INDONESIA

T.E.F.L. instructors required by large private English & ESP organisation. Candidates ideally should possess higher TEFL qualification, degree have British/American school &/or overseas experience, and ability to operate in tropical environment.

Contract period is 18 mths: minimum salary Rp.9,000,000 p.a. tax free (£1,948.05). Promotional opportunities to Rp.12 million p.a. depending on ESP or other qualifications. Return airfares, assistance with housing etc.

Applications with recent photo, availability date, passport & phone numbers & referees to The Director, P.O. Box 4147, Jakarta Pusat, Indonesia. (07111) 460000

ITALY

BARI
Authorised school of English, with IH/RSA teacher training Theatre, requires experienced EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the Italian Social House or equivalent teaching diploma.

Salary: approx. 6,000,000 Italian lire net for eight month period (October to May). Passage paid from Britain.

Extras: arrangements can be made for optional free accommodation. Interviews will be held in London from August 6th to 23rd.

Write enclosing telephone number, full C.V., recent photograph, two references and photocopies of degrees to: The Director, Lord Byron College, c/o International Studies House, 229 Great Portland Street, London W1N 5HD. (06881) 460000

ITALY

Long established and professional language school group in North Italy requires EFL Teachers. Must be professionally qualified (especially College of Education), speak Italian well and have TEFL qualifications and experience. To commence late September. BEC nationals only.

Tel: 01-994 6112 for application form and brochure on terms of employment. (09412) 460000

LESOTHO

PRINTED TEXTILES
INSTRUCTORS for LESOTHO

Lesotho is a small country in Southern Africa, where village women have few means of earning money. The instructors are needed to train cooperative groups in woodblock, silk-screen and linoprinting fabrics and to teach the design and production of clothing.

Practical skills and experience in production for sale are required.

2 year contract including modest living allowance and flights.

Regret no funding available for dependents.

Applicants must be resident in the U.K. or Ireland.

Write for details including a short c.v. and large s.a.e. to:

International Voluntary Service, 7811, 55 Regent Road, Leicester LE1 7PH. (09799) 460000

SOUTH ITALY

Female teachers and assistants for English courses required start October/November. Letter with Degree/teacher training certificate, curriculum vitae, photo and phone number to: RIC SCHOOL OF LANGUAGES Via Appia Nuova, Brindisi 72100. (09797) 460000

SPAIN

Graduate with good command of Spanish required, for period October - May, to teach E.F.L.

Send recent photograph to: The Principal, Academia Ruanueva, 22, 47001 Lugo, Spain. (09120) 460000

SPAIN

Qualified and experienced E.F.L. teachers required to teach in Valencia and Alicante province. Legal contract and good working conditions.

Degree(s), and C.V. and photo to: The Director, Campo de English Centres, Padre Mariana, 3 Alicante. Tf. (6) 241.18.79. Spain. (07119) 460000

SPAIN

Independent qualified teacher with TEFL and Spanish required for temporary position to help with preparations for Trinity College exams in small, well-qualified teaching centre. Box Number "X" Write Box No. TES 00350 Priory House, St John's Lane, EC1M 4BX. (08104) 460000

SPAIN

Vacancies for E.F.L. teachers, October 1984 to June 1985.

Applications by express post with full curriculum vitae, photograph, copy of references, names and telephones of referees, to Euroschools, Requeiro 2, Vigo, Spain; Tel: (86) 297648. (09481) 460000

WEST GERMANY

THE CENTRE FOR BRITISH TEACHERS LTD

The Centre is recruiting a small number of EST teachers for client companies in Germany.

Applicants should be well-qualified graduate teachers with experience of ESP in the banking or commercial fields.

Contracts start in September and interviews will be held in London shortly.

For further information please contact: The Centre for British Teachers, Quality House, Quality Court, Chancery Lane, London WC2A 1HP or telephone Judith Brooks on 01-242 2982. (08321) 460000

ZAMBIA

INTERNATIONAL SCHOOL OF LUSAKA requires primary teaching couples for September, 1985. We offer staff salaries plus attractive benefits, which include free return air fares, free accommodation, 25% gratuity.

Applications should be sent to arrive by Thursday, 26 July, to: Mr. D. MacKinnon, Principal, I.S.L., 18 Dolwen Road, Gabalfa, Cardiff, Wales CF4 2GP. Please include telephone number. (09454) 460000

Graduates/EFL teachers required (21 - 40) for vacancies in Germany, Italy and Spain. For further details and an application form, please write to: the Intinqua Teacher Service, 10 Rotton Park Road, Birmingham B16 9JJ. (09803) 460000

Administration Local Education Authority

NORFOLK

SENIOR CAREERS OFFICER (T.V.E.I.)

SCALE 6 £8,154 - £8,712

An experienced Careers Officer is required for this new post based in Great Yarmouth, and part of a T.V.E.I. Unit under the direction of a Project Coordinator. Duties will include organising work experience and some curriculum activities. Teaching experience would be helpful.

The appointment is permanent, with a review of responsibilities at the end of the Project which will run for 5 years.

Essential car user allowance and relocation expenses.

Application forms and further details on receipt of s.a.e. Community Education Officer, Room 134, Specialist Department, County Hall, Martineau Lane, Norwich NR1 2DL to be returned by 10th August, 1984. (09867) 460000

HAMPSHIRE

EDUCATION COMMITTEE
LARGE AREA DISTRICT CAREERS
ADVISER SCI £8,850 - £9,660
Winchester

If you have the necessary experience and qualities to manage a team of Careers Advisers then we would like to hear from you. Following the retirement of the existing post holder we are looking for someone to manage our District Office in Winchester.

We place much emphasis on developing the management skills of District Careers Advisers and the post offers considerable scope for development to the successful applicant.

Generous removal and relocation expenses are payable in appropriate circumstances.

Applicants should have the Diploma in Careers Guidance or equivalent qualification and can obtain further details and an application form from Careers Service Unit, Education Department, The Castle, Winchester SO23 8UC. or telephone Winchester 54411. Ext. 370, quoting reference number. Applications must be received by 13th August. (09648) 460000

NORTH YORKSHIRE

COUNTY COUNCIL
CAREERS OFFICER
Harrogate
£10,284 £7,896 (£7,191 after 2 years' experience)

To be based in the Harrogate Area Careers Office which serves the area covering Harrogate town, Knaresborough, Ripon, Boroughbridge and Pateley Bridge. Applicants should possess the Diploma in Careers Guidance and should preferably have some experience in Careers Service. Current driving licence required.

Application forms (to be returned by 3 August 1984) and further details from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. Stamped addressed envelope please. (09814) 460000

UNIVERSITY OF GLASGOW
Department of Adult and Continuing Education

CONTINUING EDUCATION LIAISON UNIT
(For Industry and Commerce)

The University proposes to set up a special unit, based in the Department of Adult and Continuing Education, to coordinate and promote the provision of specialised courses for industrial and commercial concerns and for professional groups.

The initial staff will comprise 2 academically qualified persons, the leader of the unit on the salary scale for senior lecturers (£16,515 - £16,926) and the second on the lecturer scale (£7,190 - £14,125); and an administrative assistant in the salary range (£6,310 - £9,675). These scales are currently under review. All three appointments will be for 5 years in the first instance.

Senior Lecturer/Lecturer
Ref. No. 5305T

Applications are invited from graduates with experience in private or public sector employment and/or industrial/professional consultancy and/or marketing, public relations or a similar field. Qualifications in a discipline such as engineering, management studies or one of the sciences would be desirable.

Administrative Assistant
Ref. No. 5306T

Graduates or non-graduates will be considered. Experience in financial management and/or computing techniques would be desirable.

Further particulars may be obtained from the Academic Personnel Office, University of Glasgow, Glasgow G12 8QQ where applications (6 copies), giving the names and addresses of not more than three referees and indicating for which post or posts the applicant wishes to be considered, should be lodged not later than 24th August, 1984.
In reply please quote appropriate Ref. No.
(1883)

Assistant Teacher
Newbarns House, Barrow-In-Furness
Burnham 1 - £5,178 to £8,142 (with extension to £8,754 for good honours graduates)
(Re-advertisement)

Newbarns House is currently an Observation and Assessment Centre but, from 1 November 1984, under the provisions of a recent re-appraisal of residential accommodation for children in care, will become a mixed Community Home with Education for 16 children.

The teachers are to work with small groups of children and previous experience of remedial education and/or working with difficult children is desirable. Previous applicants need not re-apply.

A Community Homes Allowance of £1,068 p.a. is also payable.

Further details and application form, returnable by 3 August, from Director of Social Services, 3 Victoria Place, Carlisle CA1 1EH.
(1886)

Cumbria SOCIAL SERVICES

LEISURE SERVICES/YOUTH AND COMMUNITY

Detached Youth and Community Worker

JNC 3 (2-6) £7,710-£8,646 p.a. plus 10%

Required (male or female) to develop, outreach and detached work in the Broxtowe Estate in the North West of Nottingham City. The worker will be responsible to the Broxtowe Senior Youth and Community Worker. Professional supervision and support offered on a team and individual basis.

Relocation expenses where appropriate.

For an informal discussion please contact Mr J. Pridmore or Mr J. Boddy on Nottingham (0602) 418511.

Application forms and further details are available from the Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham NG2 6BJ. Tel: Nottingham (0602) 824824, Ext. 381. Please quote ref: 145. Closing date: 15 August 1984.

An Equal Opportunity Employer (1871)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

Roehampton Institute
Digby Stuart · Froebel · Southlands · Whitelands

The Governing Body of SOUTHLANDS COLLEGE
(Methodist Division of Education and Youth)

Invites applications for the post of

PRINCIPAL
as from 1st September, 1985

The post will become vacant upon the retirement of Mr Douglas Milbank. Salary on appointment will be in the range £16,882 – £20,577, equivalent to that under Burnham to a Grade VI Head of Department enhanced by £2,250 plus London weighting and residence emoluments. Particulars are available from the Clerk to the Governors, Southlands College, Wimbledon Parkside, London SW19 5NN (Tel: 01-946 2234). Closing date for applications 19th October 1984.
(1883)

LEEDS CITY COUNCIL
SOCIAL SERVICES

TEACHER (Two Posts)
Ref: TES/677

Whinmoor Observation & Assessment Centre, Skelton Lane, Leeds 14

Burnham 1 plus £1,56 A.S.L.

Whinmoor provides for 36 boys who have difficult, disturbed or delinquent backgrounds with resulting social and educational problems.

Applications are invited from qualified persons who as members of a team of four will have full involvement in assessing the educational needs of boys and to teach general subjects at remedial levels.

Informal enquiries to Mr M. Blake: Tel: 892551.
(1877)

County of Cleveland

EDUCATIONAL DEPARTMENT

Youth and Community Worker

Salary in accordance with J.N.C.2.
Required at South Eston Youth and Community Centre.

Applications are invited from suitably qualified men or women for the post of Full-time Youth & Community Worker at this new, purpose-built centre, situated in South Eston, East Middlesborough.

Salary and conditions of service are in accordance with the recommendations of the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens. The basic salary for the worker will be £8,048. **Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County Area.**

Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 10th August 1984.

We Are An Equal Opportunities Employer.
(1884)

INTERNATIONAL SCHOOL OF TANGANYIKA LTD, DAR ES SALAAM, TANZANIA

TEACHER OF MATHEMATICS (HEAD OF FACULTY)

Following the tragic death of Mr J. C. Clayton while on leave in the UK a vacancy exists for a teacher of Mathematics, a suitably qualified and experienced candidate would be considered for the post of Head of the Faculty of Mathematics and Computer Science.

The Upper School (400 students aged 11–18 drawn from 50 nationalities) offers courses in Mathematics and Computer Science leading to London (Overseas) G.C.E. 'O' level and the International Baccalaureate. The Faculty employs six staff. The Computer Laboratory is equipped with Apple computers.

Passages, a generous baggage allowance, family accommodation, UK-based medical insurance, free education and an annual leave allowance are provided. Part of the salary is paid in the UK. The initial contract is for two years, renewable by mutual agreement.

Letters of application, giving full details of qualifications and experience, family status, occupation of spouse, contact telephone number, and names and addresses of two referees, should be sent immediately to the Headmaster, c/o 5 Thames Mead, Crowmarsh, Gifford, Wallingford, Oxon OX10 8EU. Full details of conditions of service will be sent to short-listed applicants. Interviews in the UK in July/August. School year begins on 22nd August.
(1849)

PRIMARY TEACHER

FALKLAND ISLANDS

Duties: To be responsible for a junior class of approximately 20 children in age year groups.

Qualifications: Applicants should be British citizens, preferably aged 22-55 years, with a recognised teaching qualification and experience and qualification in teaching the full range of junior school children (7-11 years). An ability to play piano or interest/ability in music at primary level is desirable.

Appointment: 2 or 3 years. Salary in range £6,762-£11,222 which includes an allowance normally tax-free in range £2,904-£8,474. Terminal gratuity 15% basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £3,000 may be payable in certain circumstances. Superannuation rights may be safeguarded.

Completed applications must arrive not later than 21 days following publication.

For full details and application form please apply, clearly indicating post applied for quoting *Ref. AH310/AF/J*, giving details of age, qualifications and experience to:

Appointments Officer, Overseas Development Administration, Room AH 361, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

ODA
OVERSEAS DEVELOPMENT BRITAIN HELPING NATIONS TO HELP THEMSELVES

T. E. F. L.
SAUDI ARABIA

FIVE TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

urgently required to teach children in schools in Jubail in Saudi Arabia.

Qualifications and a degree plus postgraduate certificate in Education plus two years experience in T.E.F.L. A.T.E.F.L. qualification would be an advantage. Mother tongue must be English.

One year renewable contract, salary (pounds sterling) 13,000 pa. Six weeks home leave. Free accommodation and air fares.

Please apply to:

P. H. Conway, Arab Cultural Institute, 64 Leman Street, London E1 8EJ.
(1851)

Overseas Cont.

Posts Overseas

Czechoslovakia

2 Lecturers in English
Comenius University, Bratislava and Palacky University, Olomouc

Duties: To teach English as a foreign language to Czechoslovakian undergraduates, 18-22 years.
Qualifications: Candidates must be British nationals, between 25-40 with a British Arts degree, preferably in English or Modern Languages, and a diploma or equivalent qualification in TEFL. At least 3 years' relevant teaching experience is essential. Single candidates are preferred and some knowledge of a Slav language would be an advantage.
Salary: 2000 Crowns per month, minimum, paid locally (£1 = 18.35 Kcs.) Sterling subsidy £4,188 pa paid in Britain.
Benefits: Free accommodation, superannuation contribution, return fares, baggage.
Contract: One year local contract renewable starting September 1984.
Reference: 84 B 38-39 T.

Iraq

6 Teachers of English
The British Council, Baghdad

Duties: To teach EFL to adults, mostly Iraqi, in mixed classes from beginner to Cambridge FCE levels for 24 class contact hours each week.
Qualifications: Candidates, preferably under 30, should be single, or married teaching couples, with a degree or teaching certificate, RSA Dip/PGCE TEFL or Diploma in TEFL or RSA Prep. Cert. and at least 2 years' overseas experience.
Salary: £7,101-£10,101 tax free.
Benefits: Overseas allowances £4,693-£3,957 for single candidates depending on salary level; free furnished accommodation, overseas medical scheme; 42 days mid-tour fare paid leave; outfit, trunk and baggage allowance.
Contract: Two-year contracts with the British Council in London starting 1 September 1984.
Reference: 84 D 6-11 T.

Turkey

3 Teachers of English
Turco-British Association, Istanbul

Duties: To teach English Language to Turkish students at beginner level; some materials production for courses required.
Qualifications: Degree in English or Modern Languages, RSA TEFL. Single candidates, with at least 2 years' relevant experience, aged 25-35 preferred.
Salary: £8,000 per annum payable in Turkish lira.
Benefits: Fares; baggage; rent allowance.
Contract: 2-year contracts, renewable, commencing September 1984, guaranteed by the British Council.
Reference: 84 B 69-71 T.

United Arab Emirates

11 English Teachers
4 Maths/Science Teachers
Al Nahda National Schools, Abu Dhabi

Duties: To teach 4-5 year olds in the English-medium Kindergarten, 6-13 year olds in the English-medium primary section or English language to children 14-16 in the Arabic medium section.
Qualifications: Candidates single or married teaching couples, aged 25-40, must be UK citizens with a British educational background and teaching qualification with at least 2 years' experience. A TEFL qualification would be an advantage.
Salary: Approximately 4,800 DHS per month, tax free (£1 = 4.8478 DHS approx.)
Benefits: Free furnished accommodation including utilities. Single male candidates will be housed in studio flats in accommodation block at the Boys' School. Married couples and single girls will be accommodated in flats at the Girls' School. Girls will be required to share accommodation. Annual passage paid leave; baggage entitlement.
Contract: One-year, renewable, contract guaranteed by the British Council commencing September 1984.
Closing date for applications: 10 August 1984.
Reference: 84 A 109 123 T.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid programme for developing countries.

Cameroon

English Language Adviser for In-Service Training of Secondary Teachers of English Project Ministry of Education, Bamenda

Duties: To train teachers in the Province of Bamenda in the use of a teachers' manual recently drawn up by the Project: to investigate and develop possibilities arising from the wave of extension into English for other subjects, particularly through preparation of syllabuses and sample materials and related in-service teacher training; to advise on current reforms of 'A' level and teachers' examinations.
Special Qualifications: Candidates, preferably aged 30-45, should be single, or married without school age children at post, and have a first degree in English or Modern Languages plus MA Applied Linguistics or PGCE in TEFL; at least 4 years' relevant overseas experience, including teaching English in English medium at secondary school level and teacher training experience.
Salary: £9,716-£11,896 per annum.
Overseas Allowances: £346-£4,086 pa depending on salary level and marital status.
Reference: 84 K 57 T.

Egypt

Post 1: Consultant (Universities) Centre for Developing English Language Teaching (CDELT) Ain Shams University, Cairo

Duties: As part of a team of 7 KELT officers to implement the curriculum outreach project for pre-service training in collaboration with provincial universities; in co-operation with Egyptian colleagues to oversee the curriculum materials already in use in the first and second year programmes; to advise on the third and fourth years courses; to conduct informal (workshop) training of local staff and to assist in whatever additional duties the CDELT team leader deems necessary, eg. research, conferences and other team activities.
Special Qualifications: MA in Applied Linguistics and 10 years' experience of teaching at university level, at least partly overseas, including testing and teacher training. A willingness to travel outside Cairo is essential. A knowlege of Arabic an advantage.
Salary: £11,061-£15,311 per annum.
Overseas Allowances: Nil-£1,297 depending on salary level and marital status.
Reference: 84 K 10 T.

Post 2: Consultant (Postgraduate Training) Centre for Developing English Language Teaching (CDELT) Ain Shams University, Cairo

Duties: As part of the above team to be responsible with Egyptian colleagues, for planning, coordinating and teaching within an ongoing professional diploma programme for advanced graduate teacher trainers and supervisors. Working closely with Egyptian colleagues, to reinstate an MA in TEFL; to supervise and counsel postgraduate students; to produce relevant materials and to assist in whatever additional duties the team leader deems necessary.
Special Qualifications: MA in Applied Linguistics. A minimum of 5 years' experience in teacher training at university level and in supervising research are essential. An interest in teacher evaluation and counselling desirable. Knowledge of Arabic an advantage.
Salary: £11,061-£15,311 per annum.
Overseas Allowances: Nil- £1,297 pa depending on salary level and marital status.
Reference: 84 K 11 T.

Yemen Arab Republic

Post 1: Specialist in ESP Teacher Training and Course Design, Language Centre University of Sana'a

Duties: To determine the training needs of Yemeni Language Instructors and other ELC Language Teachers; design and implement an orientation programme for Language Instructors followed by lesson observation, teaching practice, reading and discussion; design and implement staff seminar programmes on class management, correction techniques, AVA etc; design and coordinate English language Communication Skills courses for eg Science, Medicine, Engineering; to teach one credit course for up to 8 hours a week. The postholder will work to the KELT Head of the Unit.
Special Qualifications: ESP experience essential plus teacher training experience preferably at university level.
Salary: £9,716-£11,896 per annum.
Overseas Allowance: £1,616-£6,531 pa depending on salary and marital status.
Reference: 84 K 23 T.

Post 2: Teacher Trainer Language Centre, University of Sana'a

Duties: The postholder will be responsible to the Director of the Language Centre for analysing the needs, and designing and teaching courses for English Language Teacher Trainees including 2nd year courses in curriculum and methods of teaching aids; for designing timetabling, coordination and evaluating English Language Communications Skills courses for 1st and 2nd year trainees; and assisting in planning future in-service training courses for teachers.
Special Qualifications: Overseas teacher training experience preferably at tertiary level essential, plus experience of curriculum development course work.
Salary: £11,061-£15,311 per annum.
Overseas Allowance: £767-£5,150 pa depending on salary and marital status.
Reference: 84 K 24 T.

Zimbabwe

EAP Course Design Adviser
Communication Skills Unit University of Zimbabwe, Harare

Duties: To carry out needs analyses, to design, produce and select materials for English courses for students in the first and second years of the faculties of Engineering and Medicine to pilot, evaluate and revise such materials and teach as appropriate to the programme's development in co-operation with the existing Communication Skills Unit staff; to carry out other duties as necessary in agreement with the University.
Special Qualifications: Candidates must have an MA in Applied Linguistics and at least 5 years' experience of ESOL overseas including experience of ESP course design and implementation, preferably with a bias towards EAP/EST.
Salary: £11,061-£15,311 per annum.
Overseas Allowance: Nil to £1,350 depending on salary level and marital status.
Reference: 84 K 63 T.

General Qualifications for KELT posts: All candidates must have a degree or equivalent teaching qualification including TEFL or educational qualification plus a postgraduate qualification in TEFL or Applied Linguistics; at least 5 years' experience of which 2 should be overseas.
Closing date for applications: 6 August for Cameroon and Yemen Arab Republic and 15 August for Egypt and Zimbabwe. Posts tenable from September 1984.

The following posts are also funded under Britain's Aid programme for developing countries:

Cameroon

Post 1: Physics Teacher
Adviser South West Province Buea

Post 2: Mathematics Teaching Adviser North West Province, Bamenda
Ministry of National Education

Duties for both posts: Initially to conduct a teachers' needs analysis and investigate the possibility of establishing centres of excellence to use as models; subsequently to organise and run in-service teacher training sessions and produce teaching guidelines and related materials; to collaborate on syllabus and teacher development; to advise the Ministry on examination development.
Qualifications for both posts: Candidates, preferably without school age children at post, must have a first degree in Physics or Mathematics as appropriate, plus a Secondary Teacher Training certificate and at least 5 years' teaching and teacher training/ Local Authority experience. MEd/MSc Physics or Mathematics as appropriate desirable. Overseas experience and the ability to drive essential.
Salary for both posts: £9,716-£11,897 per annum.
Overseas Allowance for both posts: £346-£4,086 pa depending on salary level and marital status.
Reference: Post 1: 84 K 68 T.
Post 2: 84 K 69 T.

Nepal

Teacher of Physics
Budhanilkantha School

Budhanilkantha School is situated in Kathmandu and is an English medium boarding school with approx. 600 Nepalese pupils aged 6-18. The Headmaster and 7 other staff have been recruited by the British Council.
Duties: To teach Physics and possibly some General Science throughout the School up to Cambridge Overseas 'A' level standard rising possibly to 'A' level standard; to become a member of one of the school houses and to be involved in related duties; to assist with extra-curricular activities; to participate in treks to select pupils for the School from outlying areas.
Qualifications: Candidates, preferably single and male aged 25-40, should have a BSc in Physics plus a postgraduate teaching qualification or a BEd in Physics; a minimum of 3 years' teaching experience; proven ability of teaching Physics to 'A' level standard is essential; sympathy with the boarding school ethos is essential.
Salary: £6,936-£10,118 per annum.
Closing date for applications: 10 August 1984. Post tenable from November 1984.
Reference: 84 K 22 T.

For all above Posts:
General Qualifications: Candidates must be UK citizens with a British educational background.
Benefits: Salary free of UK income tax; variable overseas allowance; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
Contract: will be for 2 years initially with the British Council.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

PLEASE MENTION THE T.E.S. WHEN REPLYING TO ADVERTISEMENTS

Administration General

CO-OPERATIVE HOUSING SOCIETY LIMITED

EDUCATION OFFICER

CDS is a secondary co-operative providing development and management services to 21 independent new build co-operatives.

We wish to appoint an Education Officer to mount an education programme to enable the member of these co-operatives to exercise proper democratic control of their co-operatives' affairs.

The successful applicant will:

* be a first class communicator
* be able to plan and implement training programmes
* have a sound knowledge of co-operative rules and democratic control procedures
* understand the difficulties of non-specialist housing consumers.

Relevant experience and qualifications in adult education and/or housing management will be an advantage. The job involves a substantial evening work commitment for which time off in lieu will be granted.

Salary is NJC scale 6 (APT currently £9,345 to £9,960 (inclusive of London weighting Allowance) but including 1984 Cost of Living increase due from 1 July. Essential car user allowance, car loan and contributory pension scheme available.

For information and application form write to: D.A. Rodgers, CDS Co-operative Housing Society Limited, 140-142 Stockwell Road, London SW9 9TQ or telephone Mrs Lyn Duff on 01-737 3515. Closing date for applications noon 17 August 1984. (07716) 580000

YOUNG LINGUISTS

COMPETITION AND FESTIVAL OF LANGUAGES

Part-time co-ordinator to organise regional and national competitions and festivals. 2½ days per week from 17 September. £9,000 per hour plus expenses. Closing date 31 August.

Details from CILT, 20 Carlton House Terrace, London SW1Y 5AP. (08306) 580000

ADMINISTRATION L.E.A.
continued

HAMPSHIRE

RE-ADVERTISEMENT

HAMPSHIRE EDUCATION COMMITTEE

CAREERS SERVICE

HALF-TIME CAREERS ADVISER (SCHOOLS-ABLER PUPILS) 18.5 HOURS PER WEEK

Scale 3/6 Salary Pro-Rata £7,191-£8,116

We are looking for a half-time Careers Adviser based in Basingstoke Careers Office who will work with pupils who hope to gain entry to HE or courses with entry requirements of 5 GCE 'O' Levels above. A full range of back up services is provided to enable staff to keep up with trends in further and higher education and also with relevant employment opportunities.

Applicants should hold the Diploma in Careers Guidance and have worked in the Careers Service for at least one year. Base and days of working by negotiation.

For further details and application form please write to Divisional Administrative Assistant, 2nd Floor, 9-11 Church Street, Basingstoke, Hants, RG21 1QG or Tel: Basingstoke 58446, quoting reference 6857. Forms returnable by 13th August, 1984. (08324) 485000

Administration General

EDUCATION DEPARTMENT

EDUCATION OFFICER (Schools)
Grade PO3 Salary £16,020 to £17,046 pa plus £777 London Weighting

Following the retirement of the present postholder this third tier post will become vacant from 1 September 1984.

The Postholder will be Head of the Schools Branch, and will have responsibility for the development and implementation of policy as it affects all matters of schools administration.

Applicants should have considerable experience of the Education Service, teaching experience and proven managerial ability.

NOT SUITABLE FOR JOB SHARING

Application forms and job description from the Personnel Division Room 1 Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex HA9 9BR returnable 16 August. Telephone 01-903 0371 (24 hour Ansafone service). Reference number E/16 must be quoted.

(1692)

London Borough of **BRENT** *Brent is an Equal Opportunity Employer.*

BOLTON METROPOLITAN BOROUGH

GENERAL ADVISER
(DESIGN EDUCATION)
Head Teacher Group 8 £13953/£15189

Applications are invited for this post from well-qualified people with substantial experience in the fields of Art & Design and Craft & Design, familiar with recent work in these areas and having knowledge and understanding of major developments taking place more widely within the Education & Arts Service.

Experience and responsibility at a senior level in schools or colleges is essential. Previous work as an Adviser or in teacher training would be advantage. Applicants should have good academic qualifications, preferably up-dated.

General Advisers in Bolton are organised on a team basis responsible, via one of the three Senior Advisers, to the Chief Adviser for a group of primary and secondary schools within the Authority.

The post will be available from 6th August, 1984 or as soon as possible thereafter.

Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton, BL1 1RU (Tel 2211 extns 587 & 5108) should be returned by 7th August, 1984. Trade Union Membership is a condition of service.

An Equal Opportunity Employer. (1882)

Devon County Council

Senior Careers Officer
£9060–£9660

We require a qualified and experienced Careers Officer to lead a team based at Anglia House, Derrys Cross, Plymouth. Application form from the Chief Education Officer, County Hall, Exeter, EX2 4QG, returnable by 8 August 1984.

DEVON

EDUCATION DEPARTMENT

Educational Psychologist

Salary at an appropriate range on the National Scale for Educational Psychologists, taking into account age and experience.

Applicants should be suitably qualified educational psychologists, who hold an honours degree in psychology, two years teaching experience and postgraduate training in educational psychology. Psychologists currently completing their postgraduate training would be considered.

Duties involve working with individual children's problems, planning individual remedial programmes and advisory work in schools.

Within the borough educational psychologists work closely with other members of the support services (Special Education Advisory Teachers, Inspectors, English as a Second Language Teachers, and other specialist teachers).

The Schools Psychological Service shares office accommodation in 63 Arragon Road, Twickenham, with the Twickenham Child and Family Psychiatric Clinic, you will, therefore be a member of the clinic team network.

Informal enquiries Miss Ann Proffitt, Principal Educational Psychologist (01-892 1962).

Form and details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01-891 1433, Ext. 281) returnable by 10th August 1984.

London Borough of RICHMOND UPON THAMES (1882)

Child Care

EXPERIENCED, single person required September 1984, to run boarding house in small, diversified, international, independent boys school. Students 4 - 16. Ring 01-858 0692 for application form. (07132) 540000

Examiners

THE ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

DIPLOMA AND ADVANCED DIPLOMA IN DRAMA IN EDUCATION (NEW SCHEME)

EXTERNAL EXAMINERS

Additional External Examiners are required for the Board's Panel.

For further details and an application form, please contact Angela Finney at The Royal Society of Arts, John Adam Street, Adelphi, London WC2N 6EZ. Tel: 01-839 2366, Ext. 266. (08217) 600000

Miscellaneous

HASTINGS
HEALTH AUTHORITY

HEALTH PROMOTION UNIT

Applications are invited for an 8 month, fixed-term contract appointment for the post of Health Promotion Officer, to join a busy, health promotion team. This is an interesting and challenging post, requiring the suitable applicant to work both as an independent professional and as a team member. Appropriate professional or health education qualifications essential. Salary starting at £7,404 rising to £9,033.

Enquiries to and application forms from: Miss P. Faber, District Health Promotion Officer, 4 Holmesdale Gardens, Hastings, East Sussex. Tel: 0424 441933. (07149) 550000

HAMPSHIRE

SENIOR INSTRUCTOR (SPECIAL CARE)

Salary: £7,191 - £7,896 (depending on qualifications)

FERNMOUNT CENTRE

Fernmount is an award-winning Centre for mentally handicapped people close to the New Forest and the sea. We have a vacancy for a Senior Instructor to be responsible for the Special Care Section and to be a member of the Management Team.

The Special Care unit caters for the needs of eight profoundly Mentally handicapped adults. A balanced programme of activities is offered to reflect the individual needs of the students. Emphasis is placed on the individual assessment and low ratio teaching to allow each student to develop their potential in all areas of their lives.

The successful candidate will be responsible for three Instructors working in the Unit and will be directly responsible to the Manager of the Centre. The ability to initiate, plan and implement teaching programmes based on detailed assessment is essential to the post. The successful candidate must also show leadership skills and the ability to work within a team. Relevant experience and qualifications such as Dip. TMH or CSS are essential.

For further information about this post please contact Barry Wardle on New Milton 615381. Written requests for application forms quoting ref. 82/73 available from Director of Social Services, Trafalgar House, Winchester SO23 8UQ, to be returned by 13th August 1984. (08601) 550000

**SPARE TIME? French Educational Organisation seeks organisers for Home-Stay Programmes during school year in London/SE. Suit housewife m/f. Details and appl. form from N.P. Brunner, 28 Lyndhurst Rd., London NW3. (09248) 550000

APPLICATIONS PROGRAMMER
(SOFTWARE TECHNICIAN)
Grade Scale 4/5 £6,981–£8,523
(July Review Pending)

The West London Institute of Higher Education intends to make rapid strides in the fields of computer science and information technology. To increase our impetus in these directions we require a highly motivated, enthusiastic and competent person to advance software development.

The post offers extensive opportunities for the individual appointed to bring his/her ideas to fruition in the design and implementation of new commercial, scientific and administrative applications.

The candidate will have at least two years experience of BASIC on a D.E.C. VAX machine operating under VMS, a good knowledge of PASCAL plus the ability to communicate with non-computer specialists.

If you would enjoy the challenge of this very varied job then please telephone or write for an application form and further details from:-

Assistant Registrar (Personnel),
WEST LONDON INSTITUTE OF HIGHER EDUCATION
Gordon House, 300 St. Margarets Road, Twickenham, Middlesex, TW1 1PT.
Telephone 01-891 0121 EXT. 202.

Closing date for return of application forms 9th August 1984. Appointment required early September.

Cheshire
Director of Education
£28,137 – £31,122

Applicants should be suitably qualified and have extensive experience at senior management level in the education service.
Application form and further particulars from:
The County Personnel Officer, Cheshire County Council, County Hall, Chester CH1 1SF (Tel: 0244-602272).
Closing date 24th August 1984.
All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

CALDERDALE METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

HEAD OF PSYCHOLOGICAL SERVICE (BURNHAM HT 10)

The Authority has recently completed a major review of its special needs provision as a result of which the psychological service has been restructured and expanded. This is the principal post within the psychological service and also includes a shared management responsibility for special needs policies and provision generally. Applications are invited from suitably qualified educational psychologists with experience at a senior level within the Education Department of a local authority.

An essential car user allowance is attached to the post.

Application forms and further details are obtainable on receipt of a S.A.E. foolscap envelope from Chief Education Officer, Education Department, Northgate House, Northgate, Halifax, HX1 1UN, to whom completed forms should be returned. (1887)

Educational Psychologist
£9,099 – £14,898

Applications are invited from qualified educational psychologists to work in the Child Guidance Clinic. The successful applicant will undertake the full range of School Psychological work under the general supervision of the Principal Educational Psychologist. Recent expansion has enabled us to put particular emphasis on pre-school work and allow for the development of some specialisation.

An essential user cars allowance is payable.

Informal enquiries please telephone Mrs. E. Holmes on 01-366 9428.

Application forms and further details available from the Establishment Section, Education Department, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XQ, telephone 01-366 9367. Closing date 10 August 1984. Please quote reference OGD/397

London Borough of **Enfield**

MINISTRY OF DEFENCE

ACADEMIC PROFESSOR OF MUSIC

at RAF School of Music, Uxbridge, Middx

Applications are invited from well established teachers to fill this post as soon as possible.

DUTIES: Giving advice on General musical and educational trends outside the Service context; Examination and inspection schedules of the RAF Bands and any musical matters as required. Giving lectures and tutorials to the Bandmasters' and Bandsergeants' Courses on Orchestration (principally wind band), Harmony and Counterpoint, Keyboard teachnique and harmony, general musical knowledge including history and analysis and advanced conducting.

QUALIFICATIONS *Essential:* The post is primarily a teaching appointment to mature students both tutorial and class. The Candidate must have an academic background, be an exponent of the Keyboard, have specialist knowledge of orchestration for wind band and be able to teach conducting.

Desirable: A degree in music or a diploma related to the job description.

Candidates will be questioned and asked to demonstrate their ability in these subjects at the interview.

The appointment is for 30 hours per week for a 44 week year. This time will include preparation of lectures and syllabi and marking of students exercises. The successful candidate will be granted established civil servant status. Superannuation, annual leave and sick leave under civil service conditions. The Civil Service is an Equal Opportunities Employer.

Requests for application forms and further information should be made to:

Ministry of Defence, CM(S)4(L), Room 339, Lacon House, Theobalds Road, London WC1X 8RY quoting AW 1845.

Closing date for completed application forms 17th August 1984.

(1560)

MACMILLAN

HUMANITIES BOOK EDITOR

The International Division of Macmillan Publishers Limited, Basingstoke, is looking for a graduate in Social Sciences/Geography with some teaching experience to edit a wide range of humanities textbooks from primary to tertiary level for Third World countries.

The post, which requires an ability to work quickly under pressure and with meticulous attention to detail, involves initially copy editing, briefing artists, proof reading and seeing projects through all stages of production to publication. Editorial training will be given. Please apply in writing giving details of age, qualifications etc. to:

Shellagh Browne,
Macmillan Publishers Limited,
Houndsmills,
Basingstoke,
Hants.

Royal County of BERKSHIRE

Instructor (Creative Activities)

£5,685–£6,945 (£7,596 if qualified)

Bracknell Centre has facilities for 120 people and provides a wide programme of social, educational and vocational activities designed to encourage the self-advocacy of people with a mental handicap.

We are looking for a creative and imaginative person to teach a wide range of craft projects using resources both at the Centre and in the Community.

You will be part of an enthusiastic team and will work with other members of staff in the assessing, planning and implementing of programmes to suit clients needs.

If you hold an appropriate qualification and would like to know more, please contact Mr P Bethell for an informal discussion on Bracknell 423758. Application forms and other details from the Personnel Section, Fitzwilliam House, Bracknell, Berks. Tel. 426011

Closing Date: 13th August, 1984.

National Pay Award under Negotiation

An Equal Opportunity Employer

(1561)

To place your classified advertising please contact Mary McGuiness on 01-253 3000

MISCELLANEOUS
continued

SCHOOL TRAVEL SERVICE Requires SALES EXECUTIVE FOR TOURS DEPARTMENT We need an energetic, lively person to sell and operate our school group tours to various European countries. Occasional travel in Europe and UK but basically telephone and correspondence work in our Enfield office. Age range about 25 - 30. Salary negotiable.
Please write or Tel: Mr Rodger 01-363 8202, 24 Cullinan Road, Enfield, Middx, EN3 8QD. (099881) 560000

NEWHAM

LONDON BOROUGH OF NEWHAM TEACHER FOR SAILING AT BANBURY SAILING CENTRE Scale 1/2 for suitably qualified applicant. Required September 1984. A qualified teacher with appropriate qualifications for teaching sailing to pupils mainly of secondary age. The post, as present, requires that the postholder collects groups of pupils from schools and takes them to a centre where they are taught sailing. Additional qualifications in outdoor pursuits would be an advantage.
London Allowance: £987.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 7th August 1984.
Education Office, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (08118) 580000

WORK IN LEISURE

PGL offer opportunities to work with children of families for long or short periods as activity (outdoor sports, creative) instructors, Group Leaders, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K. and non-residential centre nr. London.

Brochure and application form from Personnel, PGL Young Adventure, 882 Station Street, Ross-on-Wye HR9 7AR. Tel: (0989) 64211. (67303) 680000

DEVON

SKERN LODGE OUTDOOR ADVENTURE CENTRE
Enjoyment and Learning through Adventure! Multi-activity specialist courses and/or field studies. Open all year.
Prices from £6.50 per night.
THE BEST: people, activities, equipment AND value with room from 1:8 free places.
Phone MARTIN or ANDY on 09272 5992 Or write S.L. Approach, Bideford, N. Devon EX39 1NG. (1678) 680000

DEVON

THE RIVER DART RESIDENTIAL CENTRE
Requires a
CHIEF INSTRUCTOR
to commence Sept. 84.
Must have MLC & SCU qualifications and relevant experience in residential centres, working with school children, YTS or adult groups.
Applicants to be over 25 years of age and have a clean driving license.
Due to development we also require one female and one male permanent instructor to commence immediately. Only candidates over 23 years need apply and who hold national qualifications in outdoor pursuits plus a current first aid certificate and clean driving license, and have had residential centre experience. Full board and accommodation provided.
In both cases send full CV two referees and full length photograph to: The Programme Director, The River Dart Residential Centre, Holne Park, Ashburton, Devon TQ13 7NF. Closing date 10th August. (071131) 680000

NEWHAM

LONDON BOROUGH OF NEWHAM
TEACHER FOR SAILING AT BANBURY SAILING CENTRE
Scale 1/2 for suitably qualified applicant.
Required September 1984. A qualified teacher with appropriate qualifications for teaching sailing to pupils mainly of secondary age. The post, at present, requires that the postholder collects groups of pupils from schools and takes them to a centre where they are taught sailing.
Additional qualifications in outdoor pursuits would be an advantage.
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Education Office, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (08118) 680000

Outdoor Education

DEVON

SKERN LODGE OUTDOOR ADVENTURE CENTRE
Enjoyment and Learning through Adventure! Multi-activity specialist courses and/or field studies. Open all year.
Prices from £6.50 per night.
THE BEST: people, activities, equipment AND value with room from 1:8 free places.
Phone MARTIN or ANDY on 09272 5992 Or write S.L. Approach, Bideford, N. Devon EX39 1NG. (1678) 680000

DEVON

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Applicants to be over 25 years of age and have a clean driving license.
Due to development we also require one female and one male permanent instructor to commence immediately. Only candidates over 23 years need apply and who hold national qualifications in outdoor pursuits plus a current first aid certificate and clean driving license, and have had residential centre experience. Full board and accommodation provided.
In both cases send full CV two referees and full length photograph to: The Programme Director, The River Dart Residential Centre, Holne Park, Ashburton, Devon TQ13 7NF. Closing date 10th August. (071131) 680000

NEWHAM

LONDON BOROUGH OF NEWHAM
TEACHER FOR SAILING AT BANBURY SAILING CENTRE
Scale 1/2 for suitably qualified applicant.
Required September 1984. A qualified teacher with appropriate qualifications for teaching sailing to pupils mainly of secondary age. The post, at present, requires that the postholder collects groups of pupils from schools and takes them to a centre where they are taught sailing.
Additional qualifications in outdoor pursuits would be an advantage.
London Allowance: £987.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 7th August 1984.
Education Office, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (08118) 680000

WORK IN LEISURE

PGL offer opportunities to work with children of families for long or short periods as activity (outdoor sports, creative) instructors, Group Leaders, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K. and non-residential centre nr. London.

Brochure and application form from Personnel, PGL Young Adventure, 882 Station Street, Ross-on-Wye HR9 7AR. Tel: (0989) 64211. (67303) 680000

English as a Foreign Language

BOURNEMOUTH

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (00162) 700000

ESSEX

COUNTY COUNCIL
SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea, Essex SS2 6LS
Tel: 0702 353931
Part-time specialist TEACHER OF EFL required from 10th September 1984 for 6 - 8 hours' teaching weekly. The successful candidate will be able to teach at all levels. Relevant qualifications, e.g. RSA Cert. TEFLA, essential.
Further particulars and application form from the General Office (Ext. 251). (09784) 700000

GREECE

THE AMERICAN COLLEGE OF PATRAS
Requires qualified/experienced E.F.L. teachers for the academic year commencing September 1984. Salary 350000 drachmes net per month plus substantial bonuses.
Please apply with full C.V. and recent photograph to: The Principal, The American College of Patras, 55 Sq. Georgiou Avenue, 262 21 Patras, Greece. (09782) 700000

INTERNATIONAL HOUSE:

EFL teachers required for British Institutes in Maracaibo, Venezuela and Quito, Equador. 2 years experience and RSA preferred. Applications by CV August to: Central Department, International House, 106 Piccadilly, London W1. (07115) 700000

KENT

CHURCHILL HOUSE SCHOOL Ramsgate
Needs experienced and qualified E.F.L. teachers from 6th August 1984 for three weeks, approximate salary £170 per week.
Apply to Mark Addison on 0843 585650 between 1.00 and 2.00 Monday to Friday. (07171) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL

EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TEFSL (LTCL)

DIPLOMA IN TEST (Dip. TESP)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Ref. TES13, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Telephone (0777) 706441. (1672) 700000

Public Notices

CHARITY COMMISSION
General Charity - The Henriette Franklin Memorial Trust
The Charity Commissioners propose to make a Scheme for this charity. Copies of the draft Scheme may be obtained from them (ref: 307346/A1) at 14 Ryder Street, London SW1Y 6AA. Objections and representations about the draft Scheme should be sent to them not later than one month from today. (08218) 700000

Appointments Wanted

2 TEACHERS REQUIRE POST OVERSEAS same area January 1985. Graduate Music Specialist and experienced Secondary Maths/History/Special Needs. Tel: Bristol 857848. (09448) 720000

Maths Teacher, (Oxford Graduate), with Computer Studies and Physics as subsidiary subjects. London based. Available from September. Apply to: Box No. TES 00232, Priory House, St John's Lane, EC1M 4BX. (09977) 720000

Education Courses

HYPNOTHERAPY TRAINING. Sunday Course under auspices of Institute of Curative Hypnotherapists. Thorpe Tuning College, Balsolve Road, Birmingham 14. 021-444 5435. (07968) 760000

LINGUARAMA TEFL COURSES
An Introductory Course in Teaching English as a Foreign Language (one week).
Linguarama is an international organisation with 35 centres in the United Kingdom and abroad, employing some 500 teachers, most of whom join us through our T.E.F.L. Courses.
Centres: London, Birmingham, Manchester and Canterbury (University of Kent).
Dates: Summer: weekly July 9 to September 2.
Further information: Please send A4-size S.A.E. to T.E.F.L. Dept., Linguarama Limited, New Oxford House, 16 Waterloo Street, Birmingham B2 5TG. (07815) 760000

Tuition

German Tuition. Grammar conversation or Literature given by native speaker. Harrr Timm. Tel: 01-249 2660. (09571) 770000

HOME TUTORS required, all subjects, levels, full/part-time, eves, weekends. Birmingham, London, (Hounslow Bicclay urgent) Cambridgeshire.
S.a.e. informs, 68 High Street, Henwick, Cambs. (09978) 770000

ROCHESTER TUTORS LTD

Experienced tutors in most subjects required from September for new sixth-form college (40 mins. from Central London). Profit sharing scheme in operation.

Please send C.V. to: Rochester Tutors Ltd, 85 Star Hill, Rochester, Kent. (09478) 770000

EUROCENTRES
SUMMER TEACHING VACANCY IN ENGLISH AS A FOREIGN LANGUAGE

We are looking for a teacher for our Summer Holiday Course for the following period:–

6th AUGUST to 1st SEPTEMBER

We are looking for graduates and/or certificated teachers with T.E.F.L. qualifications and experience.
If you are interested in working with a well-established, forward-looking Organisation please write for further details, stating periods available and enclosing Curriculum Vitae, to:–

D. Ferris, Principal, Eurocentre, 26 Dean Park Road, Bournemouth, BH1 1HZ, Dorset.

If you do not receive a reply to your application within 7 days please assume that it has not been successful.

Awards and Scholarships

UNIVERSITY OF OXFORD
GERALD AVSRAY WAINWRIGHT NEAR EASTERN ARCHAEOLOGICAL PRIZES, 1985
1. Prizes to the total amount of £300 are offered for essays on a non-classical antiquity (archaeology, arts and crafts, manners and customs, with special attention on material remains, of any one or more of the countries of Western Africa and the Near East from Morocco to Afghanistan). Before beginning work on an essay candidates should write to Mr. R.D. Anderson, 54 Harley Street, London W8 4NT (tel. 01-937 5146), who will advise them on their choice and treatment of the subject.
2. The £300 will be apportioned among the candidates, or withheld according to the discretion of the board of management.
3. Candidates must be British subjects and be boys or girls attending schools of which the heads are members of the Headmaster's Conference or the Secondary Heads' Association.
4. Candidates will not be excluded from submitting essays by reason of having left school on the closing date for the receipt of entries, provided they were still at school on 1st December 1984. They should state their ages.
5. The subjects of the essays shall be chosen by the candidates themselves. They are strongly recommended to base their work as far as possible on the study of such archaeological remains as may be available in museums and elsewhere rather than on books alone.
6. Essays shall consist of not less than 5,000 or more than 10,000 words, and shall be inclusive of notes and illustrations together with a full list of works consulted and page references for the statements made. Each essay must bear the candidate's name, school, and private address. It must be compiled with the conditions in clauses 5 and 4 above, should be sent to the Head Registry Clerk, University Offices, Wellington Square, Oxford OX1 2JD, not later than 30th September 1985. An announcement of awards will probably be made in the following December.
7. The prize shall be spent on some object or objects approved by the board of management in furtherance of archaeological studies, as defined in clause 1 above. The objects may include travel, museum study, and the purchase of books, etc. An account shall be rendered of how the money was spent.
MC 1845/84. (09457). 780000

Personal Announcements

ASPECTS OF AMERICA
Through the eyes of its Artists, explores the past and present pleasures of the beautiful city through the eyes of the camera. 30 minute film available on one inch or home film gauge. Write or send organisations. To Cinetor Ltd., 84 Charlotte Street, London W1P 1LX. Tel: Tims Off Ltd., 84 Charlotte Close, London SW7. (17090) 800000

AVON ADVANCES arranged small confidential loans for chosen purposes. Phone: ANYTIME (07586) 24948 (07486) 800000

PERSONAL ANNOUNCEMENTS
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HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or guarantors. Cowgill & Robison Ltd. 107 Jermyn Street, London SW1 5EW. Write, phone or call for written terms. Tel: 01-839 5956. (18196) 800000

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MAXIMUM MORTGAGES. "Top Ups", Remortgages, Secured Loans for teachers. Either phone 01-346 6633 or write Martin Hasseck Ltd., Cressord Place, NW9 5YB. (06050) 800000

MORTGAGES 100% plus. Purchasing costs? 95 MAX 105% available to Teaching profession. Phone for quotation phone 01-642 5497 or 01-567 3946, or write to APEX MORTGAGE CONSULTANTS, 55 Stanstead Manor, Chesm Road, Sutton, Surrey SM1 2AV. (64) 800000

SAME DAY LOANS & POSTADAME. Unsecured £100 to £5,000. FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation Richmond Investments Ltd., 4 The Green, Richmond, Surrey. Tel: 01-940 9650/2828. (No brokers) Established 1954. (59350) 800000

SCHOOL OF HYPNOSIS Diploma Courses (Weekends). Details 01-359 5091 (11556) 800000

SCHOOL TRAVEL SERVICE Requires SALES EXECUTIVE FOR TOURS DEPARTMENT
We need an energetic, lively person to sell and operate our school group tours to various European countries. Occasional travel in Europe and UK but basically telephone and correspondence work in our Enfield office. Age range about 25 - 30. Salary negotiable.
Please write or Tel: Mr Rodger 01-363 8202, 24 Cullinan Road, Enfield, Middx, EN3 8QD. (099881) 800000

WRITE and sell Children's Books, Mail tuition Sales assistance. Free booklet from Eden Holidays, 37 Brunswick Centre, London WC1 Tel: 01-837 4288. (64907) 800000

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TIES, BADGES, ETC.
Efficiently produced at reasonable prices. Established many years, a name known all over Britain & satisfied schools - Monsoma Ltd., PO Box 12, Prestwich, Manchester M25 7NA. Tel: 061-765 6892. (08464) 800000

WANTED - partnership in or purchase of a private school. Up to £1m available. Write Box No. TES 00229, Priory House, St John's Lane, EC1M 4BX. (07131) 800000

Holidays and Accommodation

ADVENTURE HOLIDAYS and Courses in the heart of Pembrokeshire at Sealyham Activity Centre. School groups and family groups in general or specialist outdoor activity courses. Sealyham Activity Centre, Wolfaston, Dyfed. Tel: 0348 840763. (09279) 880000

AQUADULCE (8 kms from Almeria, 12 from airport) Spanish Lectures in a quiet, tranquil, overlooking the sea. 7th floor 2 bedrooms & wide terrace. September 1984 till July 1985. £150/month. Write to: HEZ Nº 6-A, Huesca, 25 Madrid 28020. (08214) 880000

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DRISCOLL HOUSE 200 single rooms, partial board, £50 p.w., all amenities. Apply 173 New Kent Road, London SE1. 01-703 4175 (51896) 880000

GO NAKED - THIS SUMMER
Exciting 'get away from it all' naturist holidays at South of France, Spain, Yugoslavia, Canary Isles, U.S.A. and Caribbean. Illustrated brochure from Eden Holidays, 37 Brunswick Centre, London WC1 Tel: 01-837 4288. (64907) 880000

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SEALYHAM ACTIVITY CENTRE in Pembrokeshire is running courses for Adults this summer. Canoeing, climbing and general activities, one week starting August 6th. £100 plus VAT. DETAILS: Sealyham Activity Centre, Wolfaston, Dyfed. Tel: 0348 840763. (09880) 880000

TIRED OF HOLIDAY AREAS WHICH INSULT YOUR TASTE? Try our conservation village on sunnier Almeria coast, Spain. Luxurious apts. from £12 p.pers.p.wk. Also cheapie flights. Brochure: (0460) 22800. (07112) 880000

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YOUR HOME MID-WALES prof. near Tywyn for ours in Devon. Sleeps plus, large garden, 1 week August. Tel: Tiverton 256380. (09712) 800000

Properties for Sale & Wanted

APPROVED RESIDENTIAL SPECIAL SCHOOL for sale. See 'Headship or Ownership?' under Special Education – Headships. Page 51. (08844) 840000

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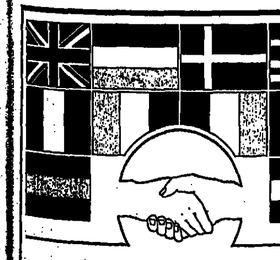

School to School

School to School is a reader service from The Times Educational Supplement. The names and addresses of teachers from other countries who are interested in corresponding with or exchanging visits with a British school are listed on this advertisement. Please make contact direct and *not* to our offices. Those names followed by the code C are interested in corresponding only. Names followed by the code CE are interested in corresponding and exchanging visits.

Dr Wolfgang Mackiewicz
Freie Universitaät Berlin
Habelschwerdter Allee 45
1000 Berlin 33
W Germany

C MATURE STUDENTS

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Sekundarschule Süd
Basle
CH 4102 Binningen
Switzerland

CE AGE 12–16

A Ehrhard
Kantonsschule Baden
Seminarstr. 3
5400 Baden
Switzerland

C AGE 15–19

Rudolf Baenziger
Gymnasium
Munchenstein
4142 Munchenstein
Switzerland

CE F.E. STUDENTS

Mrs Celia Klenwechter
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D 7200 Tuttlingen 14
Germany

CE AGE 14–15

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Heidelbergerstr. 61
D 69 Heidelberg
Germany

CE AGE 11–17

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C AGE 12–16

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8838 Pfaffikon
Switzerland

C AGE 15–18

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Heinrich-Kleyer-Schule
Kühhorushofweg 27
D 6000 Frankfurt 1
Germany

CE F.E. STUDENTS

Birgit Neuber-Wernicke
Haus-und Landwirtschaftliche Schule
TU Ring 5
D 7772 Mühlohofen 3
Germany

C F.E. STUDENTS

Weuger Hauspekr
Kaufonsschule
6210 Sursee
Switzerland

CE AGE 12–16

Bodo Gerstenberg
Kaufmannische Schulen
Rippolingerstr. 3
D 7880 Bad Sockingen
Germany

C AGE 16–18

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Nussbaumallee 5
7842 Müllheim
Germany

CE AGE 13–18

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9001 St Gallen
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8001 Zurich
Switzerland

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5430 Wettingen
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Haudelsschule des KV
Lindenhof
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Meuhldorf 253
A 4644 Scharnstein
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D 7630 Lahr
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Brigitte Hannig-Schuster
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